

1996-97 Louisiana Progress Profiles

District Composite Report

Calcasieu Parish

Published March 1998

Prepared by the
Louisiana Department of Education
Office of Management and Finance
Division of Planning, Analysis, and Information Resources

This public document is published at a total cost of \$15,259; 2,898 copies of this public document were published in the first printing at a cost of \$15,259. The total cost of all printings of this document, including reprints, is \$15,259. This document was published by the Louisiana Department of Education, Post Office Box 94064, Baton Rouge, Louisiana 70804-9064 to aid in the interpretation of *School Profiles* under authority of R.S. 17:21. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31.

TABLE OF CONTENTS



Louisiana Department of Education

P.O. Box 94064
Baton Rouge, LA 70804-9064

Board of Elementary and Secondary Education

Clifford Baker
Dr. John A. Bertrand
Glenny Lee Buquet
Donna Contois
Gerald Dill
Leslie Jacobs
Keith Johnson
Walter Lee
Dr. Richard Musemeche
Paul G. Pastorek
Dr. James Stafford
Weegie Peabody, *Executive Director*

Cecil J. Picard
State Superintendent of Education

Introduction	i
Part 1. District Summary	
Parish Socioeconomic And Demographic Overview	1-1
District Financial Overview	1-3
Part 2. School characteristics	
Faculty with a Master's Degree or Higher	2-11
Class Size Characteristics	2-15
Part 3. Student Participation	
Student Attendance	3-1
Student Dropouts	3-9
Students Suspended and Expelled	3-17
Part 4. Student Achievement	
Criterion-referenced Test (CRT) Results	4-1
Norm-referenced Test (NRT) Results	4-17
Part 5. College Readiness	
American College Test (ACT) Results	5-1
First-Time Freshman Performance	5-3
Glossary	

KEY TO TABLES

Table 1: Schools in Calcasieu Parish.....	2-1
Table 2: Faculty with a Master's Degree or Higher	2-12
Table 3a: Class Size Characteristics - Elementary Schools	2-17
Table 3b: Class Size Characteristics - Middle/Jr. High Schools	2-22
Table 3c: Class Size Characteristics - High Schools	2-24
Table 3d: Class Size Characteristics - Combination Schools	2-26
Table 4a: Percent of Student Attendance - Elementary Schools	3-3
Table 4b: Percent of Student Attendance - Middle/Jr. High Schools	3-5
Table 4c: Percent of Student Attendance - High Schools	3-6
Table 4d: Percent of Student Attendance - Combination Schools.....	3-7
Table 5: Student Dropouts	3-11
Table 6a: Students Suspended and Expelled - Elementary Schools	3-19
Table 6b: Students Suspended and Expelled - Middle/Jr. High Schools	3-26
Table 6c: Students Suspended and Expelled - High Schools	3-29
Table 6d: Students Suspended and Expelled - Combination Schools.....	3-32
Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3	4-2
Table 7b: Criterion-referenced Test (LEAP) Results - Grade 5	4-6
Table 7c: Criterion-referenced Test (LEAP) Results - Grade 7.....	4-10
Table 7d: Graduate Exit Examination (GEE) Results	4-12
Table 8a: Norm-referenced Test (NRT) Results - Grade 4	4-18
Table 8b: Norm-referenced Test (NRT) Results - Grade 6.....	4-26
Table 8c: Norm-referenced Test (NRT) Results - Grade 8	4-30
Table 9: American College Test (ACT) Results.....	5-2
Table 10: First-time College Freshmen Performance.....	5-5

The passage of the Children First Act in 1988 ushered in a new generation of analysis and research about the overall quality and condition of education in Louisiana. As the national reform of education continues to evolve, Louisiana is steadfast in its commitment to quality education and school accountability.

Progress Profiles (*School Report Cards*, *District Composite Reports*, and the *State Report*) provide information about schools to parents and the general public, provide a basis for educational planning, and increase educational accountability at all levels. By providing policy makers, parents, and other interested citizens valuable information on the inputs, processes, and outcomes of public education, these documents also offer a valuable resource for advancing school improvement.

The Progress Profiles Program, which is administered by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources, was founded on the premise that educational improvement is most successful when parents, school staff, and policy makers have access to accurate information on a wide range of factors believed to influence student learning. The indicators included in the *Progress Profiles* were carefully selected because they:

- have been demonstrated through school effectiveness research to be related to student learning;
- represent key features of schooling that can be influenced by parents, school staff, and policy makers, and thus are useful for school improvement purposes; and
- yield the maximum amount of accurate and essential information possible without posing undue reporting burdens at either the school or district level.

To offer the most comprehensive overview possible and serve the specific needs of varied audiences, three levels of reporting are provided.

1. *School Report Cards* are tailored to the needs of parents and the general public. For 1996-97, *Report Cards* were produced for **1,413 of 1,447** public elementary, middle/junior high, high, and combination schools statewide.
2. *District Composite Reports* are produced for all 66 Louisiana public school districts. The most detailed and comprehensive of the three levels of reporting, these reports offer local and state-level policy makers longitudinal data.
3. The *Louisiana Progress Profiles State Report* is best suited to the needs of the general reader because it provides a succinct overview of the major characteristics of Louisiana education based on *School Report Card* findings.

“Any effort to improve schools must be designed to meet the goal of creating an active, thinking curriculum in specific disciplines, and success should be judged by whether increasing numbers of students reach agreed-upon performance standards.”

—Bill Honig

Phi Delta Kappan, June 1994

Purpose of the *District Composite Report*

The purpose of the *District Composite Report* is to provide information relevant to the condition of education in Louisiana. This report provides detailed longitudinal information on various indicators as well as analysis of data where feasible. It serves as an effective tool to aid policy makers and district administrators in identifying opportunities for school improvement.

Organization of This Report

The summary tables following this introduction offer district-level information for all indicators. In addition to quick-reference tables at the front of this report, district socioeconomic and demographic data are provided to aid readers. Financial information is included to give a more complete picture of Louisiana school districts.

The remainder of the report is organized into five parts, each encompassing a series of related educational indicators.

- *Part 1. District Summary.* School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Part I therefore presents parish (as opposed to district) demographic and socioeconomic indicators ranging from household income distribution and teen pregnancy rate to district revenue, expenditures, and average teacher salaries. District summary tables of all *Profile* indicators also are provided in Part 1.
- *Part 2. School Characteristics.* The context within which students are educated and the level of educational resources available to them impact learning. Part II focuses on key educational “inputs” and resources at the school level, i.e., the size of the student body and faculty, the school’s category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.
- *Part 3. Student Participation.* For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Part 3 presents

three indicators that provide some measure of student participation: attendance, suspensions/expulsions, and dropouts.

- *Part 4. Student Achievement.* Part 4 reports two commonly cited school-level outputs: student performance on 1) criterion-referenced tests (CRTs), which measure student performance on state-prescribed curricula, and 2) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The CRT results reported on the *Report Cards* are based on student performance on Louisiana Educational Assessment Program (LEAP) tests administered at the third, fifth, and seventh grade levels and on the Graduation Exit Examination (GEE), which is administered in grades 10 and 11. The NRT results, which are also part of LEAP, reflect student performance in grades 4, 6, and 8 on the California Achievement Test (CAT/5).
- *Part 5. College Readiness.* One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. The *School Report Cards* present two indicators of college readiness: 1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes, and 2) the percentage of high school graduates who take remedial courses as first-time college freshmen.

Each indicator presented in this report is introduced by a brief narrative, organized as follows:

- an introduction to the indicator and its significance in the study and/or promotion of student learning;
- a description of how data are organized in the accompanying table(s);
- a description of how data appear in the *School Report Cards*;
- definitions of key terms, where applicable;
- formulas/equations used to calculate statistics, where applicable; and

-
- the source(s) of the data presented.

A glossary at the end of this report provides operational definitions for key terms.

School Categorization

The mission, organizational structure, and outcomes of schooling vary depending on the level of instruction (i.e., elementary, middle, etc.) (Levine & Lezotte, 1990). In recognition of this, the Profiles Program began in 1993-94 to group schools into four reporting categories based on level of schooling: elementary, middle/junior high, high, and combination (i.e., K-12).

Category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level; these include class size, attendance, suspension, and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons; however, district- and state-wide comparison statistics also are provided.

Note: Category comparison statistics are provided for only those indicators that are reported at the school level. There are no category statistics for the testing and dropout indicators, which are reported by grade level and therefore have even greater comparability than those performance data that are reported by category.

All schools receiving 1996-97 School Report Cards are placed into one of four categories:

- *elementary*—any school whose grade structure falls within the range PK-8 and excludes grades 9-12.
- *middle/junior high*—any school whose grade structure falls within the range 4-9, includes grades 7 or 8, and excludes grades PK-3 and 10-12.

- *high*—any school whose grade structure falls within the range 6-12 and includes grades 10-12, or any school that contains only grade 9.
- *combination*—any school whose grade structure falls within the range PK-12 and is not described by any of the above definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, 9-12; and 4-6, 9-12.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 from 1990-91 through 1992-93, its longitudinal data for those years would appear in the high school category. If Central High School became a K-12 school in 1993-94, its data in 1993-94 and thereafter would appear in the combination school category.

As a convenience to readers, the data tables that are organized by category are cross-referenced. In the above example, the high school category data would refer readers interested in Central High's longitudinal performance to the combination category data and vice versa.

Demographic Indicators Associated With Educational Attainment

Research has shown that demographic and socioeconomic variables affect student achievement. An analysis of the background characteristics of the student population places the school performance indicators in their broader context and helps shed light on the degree of difficulty that certain school districts or states experience in educating their particular student populations. In other words, inclusion of the demographic indicators in Part 1 provides a context for interpretation of the outcomes.

The *District Composite Report* presents the following socioeconomic and demographic information at the parish (not district), state and national levels:

- education attainment,
- labor force breakdown,
- household income distribution,
- population by race,
- single parent households,
- all persons living below the poverty level, and
- teen pregnancy rate.

The data are supplied by the U.S. Bureau of the Census and the Louisiana Department of Health and Hospitals.

District Financial Overview

There are many factors which contribute to the overall profile of a school district. Financial information is one of the vital factors which are part of that profile. Inclusion of this information in Part 1 helps the reader understand how a public school district functions, and it provides additional context for the interpretation of educational indicators.

Longitudinal Analysis: Tracking School Progress Over Time

By law, the Progress Profiles Program is required to present six years of data (the current year and the five previous years.) These longitudinal school-level data are presented in the *District Composite Report*. Each year, the *Composite Reports* are updated by adding the most current year's data and deleting the data that are more than six years old. The *School Report Cards* and *Progress Profiles State Report*, on the other hand, present only the most current year of data so that parents and policy makers who want a very concise and current snapshot of education performance need not wade through voluminous amounts of information.

Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist policy

makers in interpreting data, tables in the *District Composite Report* have been formatted as follows:

1. *Cross-sectional data* (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
2. *Longitudinal data* are presented horizontally in rows. An individual school's progress on any single variable can be charted over time by scanning left-to-right across columns.
3. Schools are listed in *sequential order*, based on school site code and school category.
4. The 1995-96 and 1996-97 data are shaded as a reminder that 1995-96 was the first year that *Progress Profiles* data were extracted from the Student Information System (SIS), establishing a new baseline year for *Profiles* reporting purposes. **Comparisons between the 1995-96 and subsequent year to previous years' data are strongly discouraged (see box on next page).**

All longitudinal tracking of individual schools should be conducted with caution. Because schools, like other organizations, are constantly evolving, a school's name and/or grade configuration may change over time. Such changes may or may not signal a major change in the character of the school.

To facilitate longitudinal tracking of individual schools, the six-digit site codes that the LDE assigns to all public schools have been included in all tables. Barring a major change in grade structure at a school, these site codes remain constant over time and therefore are much more reliable identifiers than the school name itself.

In some instances, longitudinal data on a specific indicator are not available for every site due to school openings, closings, and/or reorganizations. Occasionally, an entire indicator may be added. For example, first-time college freshmen data were added to the *Report Cards* in 1992-93. In instances such as these, the tilde symbol (~) represents "unavailable data."

Data sometimes are not strictly comparable from one year to the next due to changes in reporting periods and data sources or to revisions in indicator definitions. In these instances, the data are footnoted to alert the reader to use caution in drawing longitudinal comparisons.

1995-96 Was A New Baseline Year Comparisons With Prior Years Data Are Strongly Discouraged

Special caution is urged in comparing 1995-96 and 1996-97 performance information to data from prior years because the Progress Profiles Program underwent two major changes in 1995.

1. **All 1995-96 and 1996-97 Student Participation data (i.e., attendance, suspensions/expulsions, and dropouts), some School Characteristics data (i.e., October 1 membership), and some College Readiness data (i.e., graduates) were taken from the student-level Student Information System (SIS).** The SIS data are much more detailed and more precisely defined than the aggregated data collected in prior years. They are not comparable, however, to the school summary data reported prior to 1995-96.
2. **All Student Participation indicators and most Achievement Indicators (i.e., norm- and criterion-referenced test results) have been expanded to include both regular and special education students.** In previous years, these indicators were limited to regular education students.

As a special caution to readers, the columns of 1995-96 and 1996-97 data are shaded. Data from prior years are presented only for the convenience of readers whose information needs are more historical than comparative.

The Challenge: Accurate and Reliable Reporting

Measurement is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this, every effort has been made to ensure the reliability and validity of the data reported on the *Progress Profiles*. Toward that end, LDE and district staff examine each indicator through a meticulous data correction and verification process.

The Progress Profiles Program has grown substantially over the past six years. The LDE has executed an elaborate process for data verification and analysis to ensure that quality is an intrinsic part of each *Progress Profiles* report.

Satisfying the Need for Analysis

Though all states have some form of educational performance indicator system, the criticism is often heard that too few do anything with the data. “The missing ingredient in most education indicator systems is analysis,” notes Allen Odden. “Analysis is critical; it makes sense of the data, explores relationships among the inputs, processes, and outputs of the educational system, and makes policy recommendations for change” (Odden, 1990).

In keeping with national trends toward supplementing educational indicator systems with policy-relevant analysis, LDE staff research the relationships among various *Report Card* indicators and explore their utility as predictors of student performance. The results of some analyses are presented in shaded boxes accompanying the narrative introduction to each indicator.

References

- Carmines, E. G. and Zeller, R. A. (1979). Reliability and validity assessment. *Series: Quantitative Applications in the Social Sciences*, 7 (017), 11,15.
- Children First Act of 1988. La. RS.17:3911-3912, *Louisiana Revised Statutes*.
- Franklin, B. J. and Crone, L. J. (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Honig, B. (1994, June). How can Horace best be helped? *Phi Delta Kappan*. 75 (10), 790-796.
- Levine, D.U., & Lezotte, L.W. (1990). Context differences: Grade level, socioeconomic status, and rural schools. *Unusually effective schools: A review and analysis of research and practice*, Madison, WI: The National Center for Effective Schools Research and Development.
- Oakes, J. (1989). What educational indicators: The case for assessing the school context. *Educational Evaluation and Policy Analysis*. 11 (2), 181-199.
- Odden, A. (1990). Educational indicators in the United States: The need for analysis. *Educational Researcher*. 19 (5), 24-29.
- Smith, M. (1988). Educational indicators. *Phi Delta Kappan*, 69 (7), 487-491.

LDE research offers statistical support for what teachers and other educators have long assumed: schools that display the highest level of student achievement are schools with a high percentage of student attendance, a low percentage of students suspended, and a low percentage of student dropouts (Franklin and Crone, 1993).

Part 1. District Summary

Parish Socioeconomic And Demographic Overview	1-1
District Financial Overview	1-3

Parish Socioeconomic And Demographic Overview

The socioeconomic and demographic composition of the parish may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement. This section examines state- and national-level information for each parish socioeconomic and demographic indicator presented.

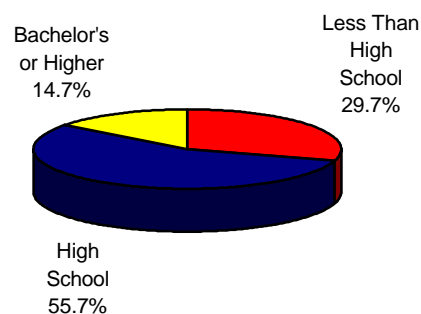
Definitions

- *Education Attainment*—is divided into three levels:
 1. Less than high school degree: includes persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
 2. High school degree: includes persons whose highest degree is a high school diploma or its equivalent and those who have attempted some college or have received an associate degree. Persons who completed the twelfth grade but did not receive a diploma are not included.
 3. Bachelor's degree or higher: includes those persons who have received a college, university, or professional degree.
- *Labor Force*—is divided into four categories:
 1. White collar: includes persons with executive, administrative, and managerial occupations; professional specialty occupations; technicians and related support occupations; sales occupations; and administrative support occupations, including clerical.
 2. Blue collar: includes persons with precision production, craft, and repair occupations; transportation and material moving occupations; positions held by machine operators, assemblers, and inspectors; and positions held by handlers, equipment cleaners, helpers, and laborers.
 3. Service: includes persons with private household occupations, protective service occupations, and other service occupations.
 4. Agriculture: includes persons who perform farming, forestry, and fishing industry jobs.
- *Household Income Distribution*—is divided into seven major groups. The annual income range begins with below \$15,000 and ends with \$100,000 and above.
- *Population by Race*—is divided into three major groups, white, black, and “other.” The “other” category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are therefore included in the categories of white, black, and “other.”
- *Single Parent Household Rate*—is the number of single parent households divided by the total number of households.
- *Poverty Threshold*—is revised to allow for changes in the cost of living as reflected in the Consumer Price Index. According to the 1990 Bureau of the Census data, the average poverty threshold for a family of four persons was \$12,674.
- *Teen Pregnancy Rate*—is the total number of teenage girls under the age of 19 divided by the total number of pregnant women.

Calcasieu Parish Socioeconomic and Demographic Overview

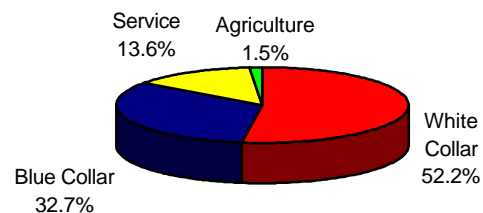
As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district.

Education Attainment



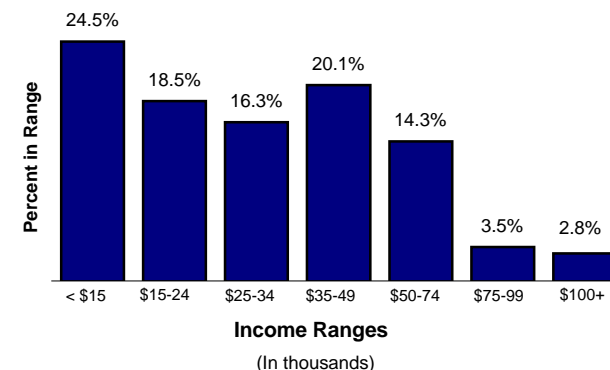
	Bachelor's or Higher	High School	Less Than High School
State	16.1%	52.2%	31.7%
Nation	20.3%	54.9%	24.8%

Labor Force



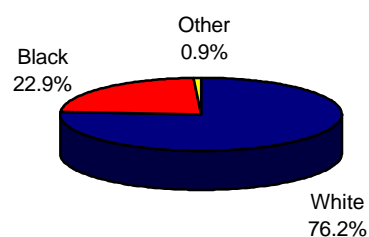
	White Collar	Blue Collar	Service	Agriculture
State	55.9%	27.4%	14.2%	2.5%
Nation	57.8%	25.6%	13.7%	2.9%

Household Income Distribution



	<\$15	\$15-24	\$25-34	\$35-49	\$50-74	\$75-99	\$100+
State	36.3%	18.8%	14.8%	14.7%	10.3%	2.7%	2.4%
Nation	24.3%	17.4%	15.2%	17.3%	15.4%	6.0%	4.4%

Population by Race



	White	Black	Other
State	67.3%	30.8%	1.9%
Nation	83.9%	12.3%	3.8%

Other Relevant Statistics

	Parish	State	Nation
Single Parent Households	16.3%	19.1%	14.8%
All Persons Living Below Poverty Level	18.5%	23.6%	13.5%
Teen Pregnancy Rate	16.6%	17.6%	12.8%

Source: US Bureau of Census, 1990
Vital Statistics, 1990-91 (Louisiana Department of Health & Hospitals)

District Financial Overview

Financial information broadens the understanding of how public school districts function and provides additional context for the interpretation of educational indicators. The two major components of the financial information are revenues and expenditures.

Definitions

- **Revenues**—are governmental funds appropriated for public education. Revenues are received from four main sources:
 1. **Local:** monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service, and community service.
 2. **State:** monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Program.
 3. **Federal:** monies received from the federal government through a variety of programs such as Title I, Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
 4. **District revenues per pupil:** total revenues divided by the adjusted October 1 funded student membership.
- **Expenditures**—are charges incurred, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:*
- 1. **Instructional Expenditures:** monies spent for classroom instruction, pupil support, and instructional staff support.

2. **Non-instructional expenditures:** monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
3. **Facility Acquisition & Construction Services:** monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
4. **District expenditures per pupil:** total expenditures minus debt service divided by the adjusted October 1 funded membership.

Additional items frequently of interest to the public are *average salary of full-time teachers* and *beginning teacher salary*. Average salary calculations include full-time classroom teachers and librarians; special education teachers, aides, guidance counselors, and part-time teachers are not included. *Beginning teacher salary* is defined as the salary paid to a new teacher with a bachelor's degree and no experience. This information is different from *average salary of full-time teachers*, which is an average of all teachers' salaries in the district.

Note: Some districts' financial data may be adjusted after the publication of this report due to audits. The financial information in this section is based on the December 1, 1997, figures provided by the Office of Management and Finance, LDE.

* Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

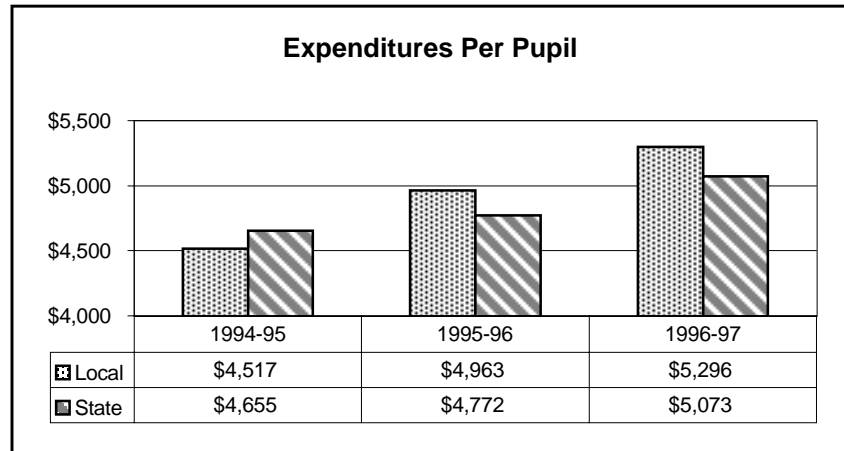
Calcasieu Parish Financial Profile

District Revenue by Source									
Revenue Source	1994-95			1995-96			1996-97		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	\$69,185,319	43.0%	35.2%	\$87,714,152	49.5%	36.8%	\$93,400,860	50.7%	37.4%
State	\$76,944,544	47.8%	52.8%	\$74,444,393	42.0%	50.9%	\$75,840,741	41.2%	50.8%
Federal	\$14,875,981	9.2%	12.1%	\$15,205,307	8.6%	12.3%	\$15,061,128	8.2%	11.8%
Total	\$161,005,844	100.0%	100.0%	\$177,363,852	100.0%	100.0%	\$184,302,729	100.0%	100.0%

Adjusted October 1 Student Membership		
1994-95	1995-96	1996-97
34,240	33,983	33,777

Revenues Per Pupil			
	1994-95	1995-96	1996-97
Local	\$4,702	\$5,219	\$5,456
State Average	\$4,848	\$4,981	\$5,296

Teacher Salaries			
Year	Local Beginning Salary	Local Average Salary	State Average Salary
1994-95	\$18,581	\$25,419	\$26,566
1995-96	\$21,606	\$25,299	\$26,800
1996-97	\$22,631	\$29,410	\$29,025



District Expenditures by Category									
Expenditure Category	1994-95			1995-96			1996-97		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Instructional Expenditures	\$98,773,398	68.5%	68.1%	\$108,428,332	68.9%	68.0%	\$116,343,412	69.6%	68.2%
Non-Instructional Expenditures	\$45,470,357	31.5%	31.9%	\$48,999,461	31.1%	32.0%	\$50,878,686	30.4%	31.8%
Subtotal	\$144,243,755	100.0%	100.0%	\$157,427,793	100.0%	100.0%	\$167,222,098	100.0%	100.0%
Facility Acquisition & Construction Services	\$10,409,709			\$11,221,974			\$11,671,449		
Total Expenditures (excluding debt services)	\$154,653,464			\$168,649,767			\$178,893,547		

Notes:

1. District financial data may be adjusted as a result of audits conducted by the Louisiana Department of Education.
2. Percentages may not total to 100% due to rounding.
3. Revenue per pupil and operating expenditure per pupil are based on adjusted October 1 funded student membership.

District Indicator Summary Results

School Characteristics

		Schools in Calcasieu Parish					
		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Schools in Calcasieu Parish							
	October 1 Membership	32,833	33,382	33,899	33,871	33,554	33,323
	Number of Faculty	2,159	2,208	2,258	2,287	2,335	2,402

Faculty with a Master's Degree or Higher	Faculty with a Master's Degree or Higher											
	1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
	50.21	1,064	47.93	1,040	48.60	1,077	46.09	1,032	44.74	1,025	44.84	1,055

		Class Size Characteristics for Grades K-12											
		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97						
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Class Size Characteristics for Grades K-12													
<i>Elementary Schools</i>													
	Class Size Range 1 - 20	~	~	~	~	21.31	305	22.03	345	26.34	398	30.08	373
	Class Size Range 21 - 26	~	~	~	~	56.88	814	56.45	884	55.26	835	54.27	673
	Class Size Range 27 or more	~	~	~	~	21.80	312	21.52	337	18.40	278	15.65	194
<i>Middle/Jr. High Schools</i>													
	Class Size Range 1 - 20	~	~	~	~	20.24	318	23.21	370	25.36	409	30.46	534
	Class Size Range 21 - 26	~	~	~	~	43.92	690	45.11	719	44.27	714	49.29	864
	Class Size Range 27 or more	~	~	~	~	35.84	563	31.68	505	30.38	490	20.25	355
<i>High Schools</i>													
	Class Size Range 1 - 20	~	~	~	~	36.01	799	35.28	803	39.76	910	45.11	1,145
	Class Size Range 21 - 26	~	~	~	~	49.03	1,088	52.02	1,184	48.36	1,107	43.85	1,113
	Class Size Range 27 or more	~	~	~	~	14.96	332	12.70	289	11.88	272	11.03	280
<i>Combination Schools</i>													
	Class Size Range 1 - 20	~	~	~	~	61.00	122	58.59	116	61.31	122	65.47	146
	Class Size Range 21 - 26	~	~	~	~	34.00	68	34.85	69	30.15	60	22.42	50
	Class Size Range 27 or more	~	~	~	~	5.00	10	6.57	13	8.54	17	12.11	27
<i>All Schools</i>													
	Class Size Range 1 - 20	26.50	1,314	27.33	1,377	28.48	1,544	29.00	1,634	32.77	1,839	38.20	2,198
	Class Size Range 21 - 26	45.05	2,234	49.19	2,478	49.07	2,660	50.69	2,856	48.40	2,716	46.92	2,700
	Class Size Range 27 or more	28.45	1,411	23.48	1,183	22.45	1,217	20.31	1,144	18.83	1,057	14.88	856

~ = Unavailable Data

District Indicator Summary Results

Student Participation

Student Attendance						
	1991-92	1992-93 ¹	1993-94	1994-95	1995-96 ²	1996-97
Percent of Student Attendance						
<i>Elementary Schools</i>	~	~	95.89	95.78	95.05	95.39
<i>Middle/Jr. High Schools</i>	~	~	94.52	94.13	92.38	93.89
<i>High Schools</i>	~	~	90.50	90.57	88.16	90.42
<i>Combination Schools</i>	~	~	95.65	94.38	91.81	94.09
<i>All Schools</i>	94.30	94.26	94.20	94.05	92.52	93.67

Student Dropouts													
		1991-92		1992-93 ³		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Student Dropouts													
Grade 7		0.70	19	0.50	14	0.25	7	0.10	3	1.14	32	1.35	37
Grade 8		0.75	19	0.60	16	0.49	13	0.27	7	2.10	55	1.46	38
Grade 9		3.59	99	2.31	69	3.91	122	2.22	70	6.91	202	5.34	155
Grade 10		2.78	65	2.25	57	3.37	85	2.35	64	7.86	207	6.27	158
Grade 11		2.24	42	2.22	46	3.14	69	2.59	56	5.99	129	5.46	119
Grade 12		2.05	36	1.95	33	3.78	74	2.28	46	6.37	124	5.61	112

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

³ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Participation (Continued)

Students Suspended and Expelled		Students Suspended and Expelled											
		1991-92		1992-93		1993-94		1994-95		1995-96 ¹		1996-97	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Elementary Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.10	17
	Suspended (Out of School)	~	~	~	~	2.34	409	1.96	339	2.88	513	2.32	395
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.04	6
	Expelled (Out of School)	~	~	~	~	0.02	3	0.05	8	0.07	13	0.02	4
Middle/Jr. High Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.01	1
	Suspended (Out of School)	~	~	~	~	15.12	1,088	15.87	1,157	20.20	1,525	16.28	1,210
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.92	68
	Expelled (Out of School)	~	~	~	~	0.51	37	1.37	100	1.67	126	0.16	12
High Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.01	1
	Suspended (Out of School)	~	~	~	~	17.29	1,646	15.62	1,527	18.98	1,875	18.81	1,873
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.70	70
	Expelled (Out of School)	~	~	~	~	0.53	50	0.54	53	1.07	106	0.23	23
Combination Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.09	1
	Suspended (Out of School)	~	~	~	~	9.91	97	9.40	96	11.55	125	11.05	120
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.37	4
	Expelled (Out of School)	~	~	~	~	0.10	1	0.29	3	0.28	3	0.00	0
All Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.06	20
	Suspended (Out of School)	8.36	2,777	8.17	2,823	9.20	3,240	8.81	3,119	11.14	4,029	10.04	3,540
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.42	148
	Expelled (Out of School)	0.17	58	0.21	72	0.26	91	0.46	164	0.69	248	0.11	39

District Indicator Summary Results

Student Achievement

		Percent of Students Passing CRT and Number of Students Tested											
		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Criterion-referenced Test (CRT) Results - Grade 03													
	Language Arts	96	2,494	96	2,465	97	2,495	97	2,317	96	2,493	96	2,482
	Mathematics	96	2,480	97	2,452	97	2,487	97	2,305	95	2,487	96	2,473
Criterion-referenced Test (CRT) Results - Grade 05													
	Language Arts	95	2,332	97	2,355	97	2,432	98	2,400	94	2,643	95	2,458
	Mathematics	95	2,326	97	2,348	97	2,428	98	2,399	94	2,642	95	2,456
Criterion-referenced Test (CRT) Results - Grade 07													
	Language Arts	92	2,381	92	2,389	94	2,361	94	2,344	93	2,559	90	2,531
	Mathematics	89	2,361	88	2,385	89	2,358	86	2,344	83	2,566	81	2,528
Graduation Exit Exam (GEE) Results													
	Language Arts	92	1,895	94	2,003	93	1,994	92	2,069	89	2,146	88	2,130
	Mathematics	83	1,900	85	1,993	81	1,984	83	2,064	79	2,137	81	2,122
	Written Composition	82	1,861	95	1,980	94	1,958	97	2,026	97	2,115	97	2,090
	Science	92	1,583	90	1,686	93	1,823	90	1,753	85	1,900	85	1,937
	Social Studies	93	1,599	94	1,687	94	1,829	94	1,739	93	1,895	91	1,938

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement (Continued)

		Percent of Students by National Quarters and Median Percentile Rank California Achievement Test (CAT/5)					
		1991-92	1992-93 ²	1993-94	1994-95	1995-96 ¹	1996-97
Norm-referenced Test (NRT) Results - Grade 04							
	Fourth Quarter	~	35.9	36.8	41.4	41.0	39.5
	Third Quarter	~	28.8	30.0	29.0	31.4	29.4
	Second Quarter	~	23.6	22.9	20.0	18.8	21.5
	First Quarter	~	11.7	10.3	9.7	8.8	9.6
	Median Percentile Rank	~	62.7	64.8	69.0	69.3	68.4
Norm-referenced Test (NRT) Results - Grade 06							
	Fourth Quarter	~	22.0	20.4	25.0	23.0	21.5
	Third Quarter	~	26.6	30.1	28.4	28.3	28.9
	Second Quarter	~	31.0	32.2	31.0	31.4	30.9
	First Quarter	~	20.5	17.3	15.6	17.3	18.7
	Median Percentile Rank	~	48.9	50.9	53.4	51.7	50.6
Norm-referenced Test (NRT) Results - Grade 08							
	Fourth Quarter	~	~	~	~	~	28.8
	Third Quarter	~	~	~	~	~	29.5
	Second Quarter	~	~	~	~	~	28.7
	First Quarter	~	~	~	~	~	13.0
	Median Percentile Rank	~	~	~	~	~	56.7

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

² In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years data are not presented.

~ = Unavailable Data

District Indicator Summary Results

College Readiness

American College Test (ACT) Results					
1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
Average Composite Score	19.0	19.0	19.1	19.5	19.7

First-time College Freshmen Performance											
1991-92	1992-93	1993-94	1994-95	1995-96	1996-97						
<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Number of High School Graduates ¹	~	1,587	1,575	1,683	1,775						
HS Graduates Who Were First-time College Freshmen	~	46.31	43.11	45.81	45.13	41.16	735	679	771	801	743
First-time Freshmen Enrolled in College Remedial Courses	~	43.27	39.03	37.35	34.58	38.89	318	265	288	277	289

¹ Represents graduates from the previous school year.

~ = Unavailable Data

Part 2. School Characteristics

Faculty with a Master's Degree or Higher.....	2-11
Class Size Characteristics	2-15

Table 1
Schools in Calcasieu Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
010001	Arnett, S.P., Middle School						
	Grade Structure	6-8,S	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG
	October 1 Membership	583	589	563	586	589	562
	Number of Faculty	39	40	39	40	40	44
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
010002	Barbe Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG
	October 1 Membership	363	344	319	328	292	284
	Number of Faculty	28	28	32	31	28	27
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010003	Barbe, Alfred M., High School						
	Grade Structure	9-12,S	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG
	October 1 Membership	1,418	1,475	1,545	1,581	1,758	1,686
	Number of Faculty	92	99	105	109	101	109
	Category	~	~	High	High	High	High
010004	Bell City High School						
	Grade Structure	K-12,S	K-12,S	K-12,S	K-12	K-12,NG	K-12,NG
	October 1 Membership	437	473	528	542	567	580
	Number of Faculty	36	37	42	43	42	42
	Category	~	~	Combination	Combination	Combination	Combination
010006	Brentwood Elementary School						
	Grade Structure	P,K-5,S	K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG
	October 1 Membership	366	377	371	385	314	314
	Number of Faculty	31	32	31	31	32	32
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010009	Jessie D. Clifton Elementary School						
	Grade Structure	K-5,S	P,K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG
	October 1 Membership	387	450	510	548	486	496
	Number of Faculty	33	35	38	45	41	43
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010010	College Oaks Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG
	October 1 Membership	427	430	471	590	425	400
	Number of Faculty	36	35	39	40	41	43
	Category	~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Calcasieu Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
010011	Combres, Doretha A., Elementary School						
	Grade Structure	P,K-5,S	P,K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG
	October 1 Membership	346	311	278	275	241	242
	Number of Faculty	27	29	27	24	27	26
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010012	Cooley, T.S., Elementary Magnet School						
	Grade Structure	K-5	K-5	K-5	K-5	K-5	K-5
	October 1 Membership	295	309	306	299	314	308
	Number of Faculty	20	19	19	20	20	21
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010013	DeQuincy Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG
	October 1 Membership	680	698	712	709	709	668
	Number of Faculty	49	50	48	48	49	46
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010014	DeQuincy High School						
	Grade Structure	9-12,S	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG
	October 1 Membership	374	389	378	378	375	361
	Number of Faculty	35	38	37	37	38	38
	Category	~	~	High	High	High	High
010015	DeQuincy Middle School						
	Grade Structure	6-8,S	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG
	October 1 Membership	363	341	334	316	321	348
	Number of Faculty	30	30	32	31	32	32
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
010016	Dolby Elementary School						
	Grade Structure	K-5	K-5	K-5	K-5	K-5	K-5
	October 1 Membership	392	395	379	365	339	312
	Number of Faculty	29	30	29	30	30	28
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010017	Rosa Fondel Elementary						
	Grade Structure	K-5,S	P,K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG
	October 1 Membership	287	286	286	256	227	221
	Number of Faculty	24	24	25	26	26	26
	Category	~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Calcasieu Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
010018	Fairview Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG
	October 1 Membership	472	496	466	484	449	429
	Number of Faculty	32	33	32	37	36	35
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010019	Frasch Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG
	October 1 Membership	523	587	560	590	515	485
	Number of Faculty	38	42	40	41	42	39
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010023	Henning, W.T., Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG
	October 1 Membership	730	729	749	725	463	468
	Number of Faculty	39	40	44	43	35	34
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010024	Henry Heights Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG
	October 1 Membership	439	384	403	375	373	369
	Number of Faculty	30	32	32	33	30	30
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010025	Houston, Sam, High School						
	Grade Structure	9-12,S	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG
	October 1 Membership	907	891	946	959	1,021	1,065
	Number of Faculty	57	59	62	66	64	67
	Category	~	~	High	High	High	High
010026	Iowa High School						
	Grade Structure	9-12,S	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG
	October 1 Membership	387	410	431	463	518	522
	Number of Faculty	32	33	34	35	41	41
	Category	~	~	High	High	High	High
010027	Johnson, John J. II, Elementary School						
	Grade Structure	P,K-5,S	P,K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG
	October 1 Membership	431	457	454	411	375	338
	Number of Faculty	29	32	33	31	33	32
	Category	~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Calcasieu Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
010028	Kaufman, M.J., Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG
	October 1 Membership	326	356	324	312	252	272
	Number of Faculty	26	27	28	27	27	26
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010029	Kennedy, John F., Elementary School						
	Grade Structure	P,K-5	P,K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG
	October 1 Membership	253	292	305	310	264	265
	Number of Faculty	21	22	22	26	28	27
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010030	Key, E.K., Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG
	October 1 Membership	469	477	463	425	440	410
	Number of Faculty	32	35	37	36	32	32
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010031	Lake Charles/Boston High School						
	Grade Structure	9-12,S	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG
	October 1 Membership	509	568	605	636	629	595
	Number of Faculty	42	49	47	49	50	52
	Category	~	~	High	High	High	High
010033	LaGrange High School						
	Grade Structure	9-12,S	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG
	October 1 Membership	1,217	1,155	1,123	1,092	1,160	1,197
	Number of Faculty	91	93	91	89	88	92
	Category	~	~	High	High	High	High
010034	Lewis, W.W., Middle School						
	Grade Structure	6-8,S	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG
	October 1 Membership	771	730	764	773	804	786
	Number of Faculty	50	49	52	52	54	62
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
010035	LeBlanc Middle School						
	Grade Structure	6-8,S	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG
	October 1 Membership	494	504	502	503	477	488
	Number of Faculty	40	43	35	37	37	40
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Calcasieu Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
010036	Maplewood Middle School						
	Grade Structure	K-8,S	K-8,S	K-8,S	K-8	K-8,NG	K-8,NG
	October 1 Membership	1,309	1,280	1,264	1,292	1,243	1,250
	Number of Faculty	86	83	88	85	87	88
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010038	Molo, Ray D., Middle Magnet School						
	Grade Structure	6-8,S	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG
	October 1 Membership	649	586	555	590	606	644
	Number of Faculty	39	39	39	41	44	49
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
010039	Moss Bluff Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG
	October 1 Membership	945	949	968	938	890	903
	Number of Faculty	53	56	55	55	58	59
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010040	Moss Bluff Middle School						
	Grade Structure	6-8,S	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG
	October 1 Membership	740	790	821	905	891	913
	Number of Faculty	46	45	51	54	51	60
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
010042	Nelson, A.A., Elementary School						
	Grade Structure	K-5	K-5	K-5,S	K-5	K-5,NG	K-5,NG
	October 1 Membership	385	435	447	462	500	500
	Number of Faculty	27	28	30	32	34	34
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010043	Oak Park Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG
	October 1 Membership	357	321	338	323	319	289
	Number of Faculty	29	26	27	26	28	29
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010044	Oak Park Middle School						
	Grade Structure	6-8,S	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG
	October 1 Membership	517	499	496	511	567	566
	Number of Faculty	38	35	35	37	46	43
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Calcasieu Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
010045	Perkins, D.S., Elementary School						
	Grade Structure	P,K-5,S	P,K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG
	October 1 Membership	364	344	360	374	328	336
	Number of Faculty	27	27	30	32	33	31
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010046	Prien Lake Elementary School						
	Grade Structure	K-5,S	P,K-5,S	K-5,S	K-5	K-5,NG	K-5,NG
	October 1 Membership	603	634	674	650	614	596
	Number of Faculty	44	46	46	50	46	45
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010047	Reynaud Middle School						
	Grade Structure	6-8,S	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG
	October 1 Membership	486	425	450	388	383	378
	Number of Faculty	32	31	35	34	36	36
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
010050	St. John Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG
	October 1 Membership	409	430	446	478	513	519
	Number of Faculty	25	27	28	30	33	37
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010051	Starks High School						
	Grade Structure	K-12,S	P,K-12,S	P,K-12,S	P,K-12	K-12,NG	K-12,NG
	October 1 Membership	447	464	459	438	415	416
	Number of Faculty	42	45	45	46	46	45
	Category	~	~	Combination	Combination	Combination	Combination
010052	Sulphur High School						
	Grade Structure	9-12,S	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG
	October 1 Membership	1,658	1,746	1,809	1,850	1,955	1,937
	Number of Faculty	111	121	126	129	130	127
	Category	~	~	High	High	High	High
010053	Vincent Settlement Elementary School						
	Grade Structure	~	~	~	~	K-5,NG	K-5,NG
	October 1 Membership	~	~	~	~	317	341
	Number of Faculty	~	~	~	~	25	27
	Category	~	~	~	~	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Calcasieu Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
010054	Vincent, Richard W., Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG
	October 1 Membership	477	486	479	448	424	418
	Number of Faculty	32	34	36	33	33	31
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010055	Vinton Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG
	October 1 Membership	675	668	639	601	572	561
	Number of Faculty	47	48	48	47	43	46
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010056	Vinton High School						
	Grade Structure	9-12,S	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG
	October 1 Membership	287	299	309	309	349	355
	Number of Faculty	30	32	32	33	33	33
	Category	~	~	High	High	High	High
010057	Vinton Middle School						
	Grade Structure	6-8,S	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG
	October 1 Membership	279	280	300	312	317	313
	Number of Faculty	24	26	28	29	29	29
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
010058	Washington/Marion Magnet High School						
	Grade Structure	9-12,S	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG
	October 1 Membership	700	728	726	740	798	831
	Number of Faculty	54	56	60	59	59	65
	Category	~	~	High	High	High	High
010059	Watkins, T.H., Elementary School						
	Grade Structure	K-5,S	K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG
	October 1 Membership	276	245	275	282	276	273
	Number of Faculty	24	21	23	23	24	24
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010060	Watson, J.I., Middle School						
	Grade Structure	P,K-8,S	P,K-8,S	P,K-8,S	P,K-8	K-8,NG	K-8,NG
	October 1 Membership	1,257	1,257	1,275	1,263	1,215	1,256
	Number of Faculty	79	79	77	77	83	84
	Category	~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Calcasieu Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
010061	Watson, Pearl, Elementary School						
	Grade Structure	K-5,S	K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG
	October 1 Membership	475	499	522	525	410	421
	Number of Faculty	75	65	68	53	54	68
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010062	Welsh, S.J., Middle School						
	Grade Structure	6-8,S	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG
	October 1 Membership	960	1,097	1,177	1,209	1,244	1,197
	Number of Faculty	61	66	73	78	78	78
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
010063	Western Heights Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG
	October 1 Membership	618	557	518	512	404	368
	Number of Faculty	41	42	42	42	38	38
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010064	Westlake High School						
	Grade Structure	9-12,S	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG
	October 1 Membership	561	581	624	637	693	673
	Number of Faculty	45	45	47	49	48	46
	Category	~	~	High	High	High	High
010065	Westwood Elementary School						
	Grade Structure	K-5	K-5	K-5	K-5	K-5,NG	K-5,NG
	October 1 Membership	564	584	668	558	554	550
	Number of Faculty	40	38	42	37	35	36
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010066	White, F.K., Middle School						
	Grade Structure	6-8,S	6-8,S	6-8,S	6-8	6-8,NG	6-8,NG
	October 1 Membership	1,030	1,082	1,018	870	885	829
	Number of Faculty	59	63	65	64	64	65
	Category	~	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
010067	Wilson, Ralph F., Elementary School						
	Grade Structure	P,K-5,S	P,K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG
	October 1 Membership	523	518	491	464	444	452
	Number of Faculty	38	39	39	38	39	38
	Category	~	~	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in Calcasieu Parish

		1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
010068	Gillis Elementary School						
	Grade Structure	K-5,S	K-5,NG,S	K-5,S	K-5	K-5,NG	K-5,NG
	October 1 Membership	595	630	659	671	672	677
	Number of Faculty	37	37	41	42	47	49
	Category	~	~	Elementary	Elementary	Elementary	Elementary
010070	Calcasieu P.M. High School						
	Grade Structure	9-12,NG	9-12,NG	9-12,NG	9-12	9-12	9-12
	October 1 Membership	41	65	57	55	59	66
	Number of Faculty	12	12	14	14	16	18
	Category	~	~	High	High	High	High
010072	Calcasieu Career Center						
	Grade Structure	~	~	~	~	~	6-11
	October 1 Membership	~	~	~	~	~	24
	Number of Faculty	~	~	~	~	~	18
	Category	~	~	~	~	~	High
District							
	October 1 Membership	32,833	33,382	33,899	33,871	33,554	33,323
	Number of Faculty	2,159	2,208	2,258	2,287	2,335	2,402

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Faculty with a Master's Degree or Higher

Perhaps the most vital educational resource available to students is the school faculty. One indicator of faculty preparation is the level of academic training the staff has completed.

Organization

Table 2, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in the district that receive a *Report Card*. Schools are presented in site code order. District and state totals are presented for comparison purposes.

Data Presentation: *School Report Card*

The *School Report Card* displays the percent of faculty with a master's degree or higher.

Definition

- *Faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals,

assistant principals, guidance counselors, librarians, and other instructional staff (provided these individuals teach at least one class.)

Method of Calculation

The formula used to compute the percentage of faculty who have a master's degree or higher is presented below. Itinerant staff members who are employed at multiple school sites are counted at each school in which they teach, but are counted only once in district and state percentages.

Data Sources

Site-based personnel—district-reported data from the *Annual School Report*.

Faculty degree status—district-reported data from the *Annual School Report*; LDE Teacher Certification Database.

Formula Used to Calculate Percent of Faculty with a Master's Degree or Higher

$$\begin{array}{l} \text{Percent of Faculty} \\ \text{with a Master's Degree} \\ \text{or Higher} \end{array} = \frac{\text{Number of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} \times 100$$

Table 2
Faculty with a Master's Degree or Higher

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010001	Arnett, S.P., Middle School	43.59	17	42.50	17	46.15	18	42.50	17	32.50	13	36.36	16
010002	Barbe Elementary School	60.71	17	53.57	15	40.63	13	33.33	10	40.74	11	38.46	10
010003	Barbe, Alfred M., High School	60.87	56	57.14	56	55.77	58	53.70	58	57.00	57	55.56	60
010004	Bell City High School	51.43	18	54.05	20	46.34	19	40.48	17	34.15	14	36.59	15
010006	Brentwood Elementary School	38.71	12	37.50	12	38.71	12	41.94	13	43.75	14	41.94	13
010009	Jessie D. Clifton Elementary School	45.45	15	34.29	12	36.84	14	33.33	15	31.71	13	26.19	11
010010	College Oaks Elementary School	58.33	21	57.14	20	56.41	22	55.00	22	56.10	23	48.84	21
010011	Combre, Doretha A., Elementary School	51.85	14	51.72	15	51.85	14	45.83	11	48.15	13	45.83	11
010012	Cooley, T.S., Elementary Magnet School	63.16	12	61.11	11	68.42	13	63.16	12	65.00	13	66.67	14
010013	DeQuincy Elementary School	38.78	19	42.00	21	45.83	22	35.42	17	36.73	18	39.13	18
010014	DeQuincy High School	48.48	16	50.00	18	45.71	16	45.71	16	44.44	16	41.67	15
010015	DeQuincy Middle School	66.67	20	73.33	22	65.63	21	51.61	16	46.88	15	53.13	17
010016	Dolby Elementary School	72.41	21	63.33	19	65.52	19	58.62	17	62.07	18	55.56	15
010017	Rosa Fondel Elementary	50.00	12	50.00	12	48.00	12	50.00	13	50.00	13	41.67	10
010018	Fairview Elementary School	40.63	13	42.42	14	37.50	12	43.24	16	41.67	15	42.86	15
010019	Frasch Elementary School	45.45	15	41.67	15	41.18	14	40.00	14	36.84	14	40.00	14
010023	Henning, W.T., Elementary School	35.90	14	35.00	14	43.18	19	39.53	17	40.00	14	41.18	14
010024	Henry Heights Elementary School	48.28	14	50.00	15	44.83	13	50.00	15	51.85	14	48.15	13
010025	Houston, Sam, High School	59.65	34	54.24	32	58.06	36	63.64	42	62.50	40	61.19	41
010026	Iowa High School	37.50	12	42.42	14	41.18	14	31.43	11	39.02	16	39.02	16
010027	Johnson, John J. II, Elementary School	50.00	14	37.50	12	45.45	15	41.94	13	45.45	15	40.63	13
010028	Kaufman, M.J., Elementary School	53.85	14	59.26	16	53.57	15	59.26	16	59.26	16	65.38	17
010029	Kennedy, John F., Elementary School	52.38	11	54.55	12	50.00	11	42.31	11	39.29	11	40.74	11
010030	Key, E.K., Elementary School	45.16	14	44.12	15	45.95	17	41.67	15	43.75	14	53.13	17
010031	Lake Charles/Boston High School	54.76	23	51.02	25	46.81	22	44.90	22	40.82	20	42.31	22
010033	LaGrange High School	61.63	53	53.41	47	54.12	46	48.84	42	51.76	44	56.18	50
010034	Lewis, W.W., Middle School	56.00	28	59.18	29	53.85	28	51.92	27	59.26	32	52.46	32
010035	LeBlanc Middle School	50.00	20	48.84	21	45.71	16	35.14	13	35.14	13	40.00	16
010036	Maplewood Middle School	52.38	44	53.09	43	50.57	44	48.81	41	46.51	40	49.43	43
010038	Molo, Ray D., Middle Magnet School	57.89	22	50.00	19	65.79	25	60.00	24	56.82	25	54.17	26
010039	Moss Bluff Elementary School	35.85	19	37.50	21	43.64	24	47.27	26	44.83	26	45.76	27
010040	Moss Bluff Middle School	41.30	19	37.78	17	39.22	20	44.44	24	45.10	23	43.33	26
010042	Nelson, A.A., Elementary School	59.26	16	64.29	18	70.00	21	61.29	19	54.55	18	42.42	14
010043	Oak Park Elementary School	58.62	17	61.54	16	74.07	20	57.69	15	50.00	14	41.38	12
010044	Oak Park Middle School	57.89	22	58.82	20	50.00	17	44.44	16	31.11	14	30.95	13
010045	Perkins, D.S., Elementary School	33.33	9	29.63	8	30.00	9	31.25	10	33.33	11	36.67	11

~ = Unavailable Data

Table 2
Faculty with a Master's Degree or Higher

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010046	Prien Lake Elementary School	51.22	21	52.27	23	52.27	23	45.65	21	43.18	19	54.76	23
010047	Reynaud Middle School	54.84	17	60.00	18	58.82	20	48.48	16	45.71	16	40.00	14
010050	St. John Elementary School	50.00	12	48.15	13	42.86	12	36.67	11	37.50	12	41.67	15
010051	Starks High School	46.34	19	54.55	24	54.55	24	53.33	24	53.33	24	48.84	21
010052	Sulphur High School	58.33	63	55.08	65	56.91	70	55.12	70	51.59	65	52.00	65
010053	Vincent Settlement Elementary School	~	~	~	~	~	~	~	~	36.00	9	44.44	12
010054	Vincent, Richard W., Elementary School	34.38	11	44.12	15	41.67	15	39.39	13	42.42	14	41.94	13
010055	Vinton Elementary School	28.26	13	29.79	14	34.04	16	32.61	15	33.33	14	26.67	12
010056	Vinton High School	30.00	9	40.63	13	46.88	15	45.45	15	42.42	14	42.42	14
010057	Vinton Middle School	52.17	12	52.00	13	48.15	13	46.43	13	50.00	14	46.43	13
010058	Washington/Marion Magnet High School	51.92	27	48.15	26	47.27	26	50.94	27	49.06	26	44.07	26
010059	Watkins, T.H., Elementary School	50.00	12	52.38	11	52.17	12	47.83	11	50.00	12	47.83	11
010060	Watson, J.I., Middle School	32.05	25	30.38	24	33.77	26	31.17	24	34.94	29	33.73	28
010061	Watson, Pearl, Elementary School	56.00	42	49.23	32	55.88	38	44.23	23	39.62	21	51.52	34
010062	Welsh, S.J., Middle School	58.33	35	52.31	34	51.39	37	45.45	35	45.45	35	45.45	35
010063	Western Heights Elementary School	53.66	22	54.76	23	50.00	21	52.38	22	52.63	20	52.63	20
010064	Westlake High School	53.66	22	54.76	23	53.49	23	44.44	20	40.91	18	37.21	16
010065	Westwood Elementary School	40.00	16	42.11	16	47.62	20	35.14	13	42.86	15	44.44	16
010066	White, F.K., Middle School	44.83	26	46.03	29	51.56	33	45.16	28	39.68	25	42.86	27
010067	Wilson, Ralph F., Elementary School	55.26	21	46.15	18	46.15	18	50.00	19	46.15	18	38.89	14
010068	Gillis Elementary School	40.54	15	42.86	15	38.46	15	38.46	15	32.56	14	33.33	15
010070	Calcasieu P.M. High School	83.33	10	83.33	10	78.57	11	71.43	10	68.75	11	66.67	12
010072	Calcasieu Career Center	~	~	~	~	~	~	~	~	~	~	61.11	11
District		50.21	1,064	47.93	1,040	48.60	1,077	46.09	1,032	44.74	1,025	44.84	1,055
State		44.12	21,824	43.62	21,927	43.57	22,111	42.53	21,844	42.20	21,854	41.55	21,556

~ = Unavailable Data

Small classes generally allow more time for pupil-teacher interaction and therefore are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels (*Bulletin 741*). The maximum enrollment in grades K-3 is 26 students, while that in grades 4-12 is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

Organization

Tables 3a, 3b, 3c, and 3d (Class Size Characteristics for Elementary, Middle/Junior High, High, and Combination Schools, respectively) present the number and percentage of classes that fall within various class size ranges. Data are presented for all schools in the district that receive a *Report Card*, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

The *District Composite Report* presents class size information for grades K-12 in three ranges: 1-20, 21-26, and 27 or more students.

Data Presentation: *School Report Card*

The *1996-97 School Report Card* provides 1996-97 class size information for grades K-12 by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes.

Definition

- *Class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for the purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

Method of Calculation

The following criterion was applied to *Annual School Report* (ASR) data to determine which classes should be included/excluded from the class size calculations:

- Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.

Formulas Used to Calculate Percent of Classes in Each of the Specific Class Size Ranges

$$\frac{\text{Percent of Classes in Specific Class Size Range}}{\text{Total Number of Classes}} = \frac{\text{Number of Classes in Specific Class Size Range}}{\text{Total Number of Classes}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Classes in Elementary Schools in Specific Class Size Range = (Number of Classes in Elementary Schools in Specific Class Size Range / Total Number of Classes in Elementary Schools) X 100.

Data Source

District-reported data from the *Annual School Report* (ASR).

References

Franklin, B.J. and Glascock, C.H. (1994, November). School configuration: Which configuration is best? Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, Tenn.

Louisiana Department of Education, *Louisiana Handbook for School Administrators* (Bulletin 741), Baton Rouge, La.

LDE researchers have explored the relationship between school configuration and Report Card indicators related to student participation and testing. Middle school students perform significantly lower in grades 6 and 7 for all indicators than grades 6 and 7 students in elementary or combination (K-12) schools (Franklin and Glascock, 1994).

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010002	Barbe Elementary School												
	Class Size Range 1 - 20	47.06	8	70.59	12	90.00	18	82.35	14	68.75	11	62.50	10
	Class Size Range 21 - 26	47.06	8	29.41	5	10.00	2	17.65	3	31.25	5	37.50	6
	Class Size Range 27 or more	5.88	1	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010006	Brentwood Elementary School												
	Class Size Range 1 - 20	36.36	8	60.00	12	52.38	11	35.29	6	58.82	10	64.71	11
	Class Size Range 21 - 26	63.64	14	40.00	8	38.10	8	64.71	11	41.18	7	35.29	6
	Class Size Range 27 or more	0.00	0	0.00	0	9.52	2	0.00	0	0.00	0	0.00	0
010009	Jessie D. Clifton Elementary School												
	Class Size Range 1 - 20	21.05	4	15.38	4	7.14	2	21.21	7	57.58	19	55.56	15
	Class Size Range 21 - 26	36.84	7	84.62	22	78.57	22	75.76	25	33.33	11	29.63	8
	Class Size Range 27 or more	42.11	8	0.00	0	14.29	4	3.03	1	9.09	3	14.81	4
010010	College Oaks Elementary School												
	Class Size Range 1 - 20	12.50	2	6.25	1	23.33	7	15.00	3	35.00	7	42.86	12
	Class Size Range 21 - 26	87.50	14	81.25	13	53.33	16	70.00	14	60.00	12	50.00	14
	Class Size Range 27 or more	0.00	0	12.50	2	23.33	7	15.00	3	5.00	1	7.14	2
010011	Combre, Doretha A., Elementary School												
	Class Size Range 1 - 20	44.44	8	77.78	14	88.24	15	78.26	18	87.50	14	71.43	10
	Class Size Range 21 - 26	50.00	9	22.22	4	11.76	2	17.39	4	12.50	2	28.57	4
	Class Size Range 27 or more	5.56	1	0.00	0	0.00	0	4.35	1	0.00	0	0.00	0
010012	Cooley, T.S., Elementary Magnet School												
	Class Size Range 1 - 20	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Class Size Range 21 - 26	76.56	49	49.06	26	54.00	27	77.59	45	55.17	32	77.59	45
	Class Size Range 27 or more	23.44	15	50.94	27	46.00	23	22.41	13	44.83	26	22.41	13
010013	DeQuincy Elementary School												
	Class Size Range 1 - 20	0.00	0	2.78	1	5.71	2	0.00	0	6.25	2	21.95	9
	Class Size Range 21 - 26	77.78	28	72.22	26	57.14	20	76.67	23	75.00	24	63.41	26
	Class Size Range 27 or more	22.22	8	25.00	9	37.14	13	23.33	7	18.75	6	14.63	6
010016	Dolby Elementary School												
	Class Size Range 1 - 20	4.08	2	34.78	24	46.46	46	28.83	32	53.61	52	58.33	14
	Class Size Range 21 - 26	22.45	11	55.07	38	27.27	27	57.66	64	30.93	30	33.33	8
	Class Size Range 27 or more	73.47	36	10.14	7	26.26	26	13.51	15	15.46	15	8.33	2
010017	Rosa Fondel Elementary												
	Class Size Range 1 - 20	35.29	6	17.65	3	42.86	6	95.45	21	69.23	9	84.62	11
	Class Size Range 21 - 26	64.71	11	82.35	14	57.14	8	0.00	0	30.77	4	15.38	2
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	4.55	1	0.00	0	0.00	0

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010018	Fairview Elementary School												
	Class Size Range 1 - 20	32.00	8	24.00	6	21.74	5	32.00	8	34.78	8	56.52	13
	Class Size Range 21 - 26	44.00	11	76.00	19	56.52	13	44.00	11	60.87	14	43.48	10
	Class Size Range 27 or more	24.00	6	0.00	0	21.74	5	24.00	6	4.35	1	0.00	0
010019	Frasch Elementary School												
	Class Size Range 1 - 20	35.48	11	17.65	6	12.50	4	10.00	4	40.63	13	40.35	23
	Class Size Range 21 - 26	61.29	19	82.35	28	81.25	26	70.00	28	56.25	18	59.65	34
	Class Size Range 27 or more	3.23	1	0.00	0	6.25	2	20.00	8	3.13	1	0.00	0
010023	Henning, W.T., Elementary School												
	Class Size Range 1 - 20	0.00	0	0.00	0	5.56	2	8.33	3	30.77	8	15.38	4
	Class Size Range 21 - 26	48.57	17	54.29	19	72.22	26	63.89	23	61.54	16	84.62	22
	Class Size Range 27 or more	51.43	18	45.71	16	22.22	8	27.78	10	7.69	2	0.00	0
010024	Henry Heights Elementary School												
	Class Size Range 1 - 20	30.77	8	40.74	11	42.86	9	62.07	18	28.57	6	30.77	12
	Class Size Range 21 - 26	69.23	18	59.26	16	57.14	12	37.93	11	71.43	15	66.67	26
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	2.56	1
010027	Johnson, John J. II, Elementary School												
	Class Size Range 1 - 20	27.78	5	26.32	5	28.57	6	38.89	7	36.84	7	55.56	10
	Class Size Range 21 - 26	55.56	10	68.42	13	61.90	13	55.56	10	63.16	12	44.44	8
	Class Size Range 27 or more	16.67	3	5.26	1	9.52	2	5.56	1	0.00	0	0.00	0
010028	Kaufman, M.J., Elementary School												
	Class Size Range 1 - 20	42.11	8	16.67	3	33.33	6	26.67	4	64.29	9	28.57	4
	Class Size Range 21 - 26	36.84	7	61.11	11	55.56	10	73.33	11	35.71	5	71.43	10
	Class Size Range 27 or more	21.05	4	22.22	4	11.11	2	0.00	0	0.00	0	0.00	0
010029	Kennedy, John F., Elementary School												
	Class Size Range 1 - 20	42.86	6	56.25	9	66.67	10	35.71	5	42.86	6	42.86	6
	Class Size Range 21 - 26	42.86	6	43.75	7	33.33	5	57.14	8	57.14	8	57.14	8
	Class Size Range 27 or more	14.29	2	0.00	0	0.00	0	7.14	1	0.00	0	0.00	0
010030	Key, E.K., Elementary School												
	Class Size Range 1 - 20	30.77	8	32.35	11	54.84	17	50.00	15	31.82	7	40.91	9
	Class Size Range 21 - 26	50.00	13	67.65	23	19.35	6	50.00	15	54.55	12	59.09	13
	Class Size Range 27 or more	19.23	5	0.00	0	25.81	8	0.00	0	13.64	3	0.00	0
010036	Maplewood Middle School												
	Class Size Range 1 - 20	12.50	18	21.99	31	13.45	32	5.00	10	13.71	34	26.38	43
	Class Size Range 21 - 26	40.97	59	39.01	55	61.76	147	58.00	116	72.58	180	39.88	65
	Class Size Range 27 or more	46.53	67	39.01	55	24.79	59	37.00	74	13.71	34	33.74	55

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010039	Moss Bluff Elementary School												
	Class Size Range 1 - 20	1.96	1	0.00	0	0.00	0	14.00	7	0.00	0	0.00	0
	Class Size Range 21 - 26	66.67	34	69.81	37	73.77	45	62.00	31	93.02	40	88.64	39
	Class Size Range 27 or more	31.37	16	30.19	16	26.23	16	24.00	12	6.98	3	11.36	5
010042	Nelson, A.A., Elementary School												
	Class Size Range 1 - 20	30.43	7	4.17	1	0.00	0	33.33	9	15.38	4	25.93	7
	Class Size Range 21 - 26	69.57	16	95.83	23	95.83	23	66.67	18	42.31	11	37.04	10
	Class Size Range 27 or more	0.00	0	0.00	0	4.17	1	0.00	0	42.31	11	37.04	10
010043	Oak Park Elementary School												
	Class Size Range 1 - 20	55.00	11	36.84	7	47.37	9	26.92	7	77.78	21	80.77	21
	Class Size Range 21 - 26	45.00	9	47.37	9	42.11	8	53.85	14	22.22	6	19.23	5
	Class Size Range 27 or more	0.00	0	15.79	3	10.53	2	19.23	5	0.00	0	0.00	0
010045	Perkins, D.S., Elementary School												
	Class Size Range 1 - 20	17.65	3	52.94	9	42.11	8	68.42	13	52.63	10	5.56	1
	Class Size Range 21 - 26	70.59	12	41.18	7	57.89	11	31.58	6	47.37	9	94.44	17
	Class Size Range 27 or more	11.76	2	5.88	1	0.00	0	0.00	0	0.00	0	0.00	0
010046	Prien Lake Elementary School												
	Class Size Range 1 - 20	9.38	6	7.58	5	5.56	4	15.28	11	12.82	5	10.34	6
	Class Size Range 21 - 26	65.63	42	54.55	36	52.78	38	61.11	44	61.54	24	79.31	46
	Class Size Range 27 or more	25.00	16	37.88	25	41.67	30	23.61	17	25.64	10	10.34	6
010050	St. John Elementary School												
	Class Size Range 1 - 20	4.76	1	25.00	5	11.40	13	20.39	31	7.14	10	34.62	9
	Class Size Range 21 - 26	66.67	14	60.00	12	79.82	91	52.63	80	57.14	80	46.15	12
	Class Size Range 27 or more	28.57	6	15.00	3	8.77	10	26.97	41	35.71	50	19.23	5
010053	Vincent Settlement Elementary School												
	Class Size Range 1 - 20	~	~	~	~	~	~	~	~	42.11	8	50.00	10
	Class Size Range 21 - 26	~	~	~	~	~	~	~	~	52.63	10	10.00	2
	Class Size Range 27 or more	~	~	~	~	~	~	~	~	5.26	1	40.00	8
010054	Vincent, Richard W., Elementary School												
	Class Size Range 1 - 20	0.00	0	11.43	4	16.67	4	25.00	8	51.61	16	34.38	11
	Class Size Range 21 - 26	84.62	22	88.57	31	79.17	19	53.13	17	41.94	13	62.50	20
	Class Size Range 27 or more	15.38	4	0.00	0	4.17	1	21.88	7	6.45	2	3.13	1
010055	Vinton Elementary School												
	Class Size Range 1 - 20	3.85	3	6.35	4	17.39	8	27.08	13	7.84	4	14.81	4
	Class Size Range 21 - 26	60.26	47	76.19	48	80.43	37	70.83	34	88.24	45	74.07	20
	Class Size Range 27 or more	35.90	28	17.46	11	2.17	1	2.08	1	3.92	2	11.11	3

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010059	Watkins, T.H., Elementary School												
	Class Size Range 1 - 20	37.50	6	26.67	4	47.06	8	30.43	7	34.78	8	30.43	7
	Class Size Range 21 - 26	62.50	10	73.33	11	52.94	9	69.57	16	47.83	11	56.52	13
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	17.39	4	13.04	3
010060	Watson, J.I., Middle School												
	Class Size Range 1 - 20	11.11	15	26.90	39	10.96	16	11.68	25	12.61	28	10.42	15
	Class Size Range 21 - 26	48.15	65	54.48	79	43.84	64	42.99	92	48.65	108	53.47	77
	Class Size Range 27 or more	40.74	55	18.62	27	45.21	66	45.33	97	38.74	86	36.11	52
010061	Watson, Pearl, Elementary School												
	Class Size Range 1 - 20	19.05	4	22.73	5	29.17	7	50.00	16	64.86	24	18.52	5
	Class Size Range 21 - 26	71.43	15	59.09	13	70.83	17	46.88	15	32.43	12	70.37	19
	Class Size Range 27 or more	9.52	2	18.18	4	0.00	0	3.13	1	2.70	1	11.11	3
010063	Western Heights Elementary School												
	Class Size Range 1 - 20	12.90	4	20.00	6	51.61	16	34.38	11	45.45	10	50.00	11
	Class Size Range 21 - 26	64.52	20	73.33	22	41.94	13	65.63	21	54.55	12	50.00	11
	Class Size Range 27 or more	22.58	7	6.67	2	6.45	2	0.00	0	0.00	0	0.00	0
010065	Westwood Elementary School												
	Class Size Range 1 - 20	0.00	0	3.23	1	9.09	3	15.15	5	32.14	9	22.22	8
	Class Size Range 21 - 26	84.44	38	67.74	21	81.82	27	66.67	22	39.29	11	63.89	23
	Class Size Range 27 or more	15.56	7	29.03	9	9.09	3	18.18	6	28.57	8	13.89	5
010067	Wilson, Ralph F., Elementary School												
	Class Size Range 1 - 20	17.24	5	33.33	9	42.31	11	19.35	6	45.16	14	50.00	16
	Class Size Range 21 - 26	68.97	20	44.44	12	38.46	10	61.29	19	41.94	13	46.88	15
	Class Size Range 27 or more	13.79	4	22.22	6	19.23	5	19.35	6	12.90	4	3.13	1
010068	Gillis Elementary School												
	Class Size Range 1 - 20	10.00	3	0.00	0	0.00	0	2.70	1	15.63	5	40.63	26
	Class Size Range 21 - 26	73.33	22	64.29	18	46.15	12	89.19	33	71.88	23	45.31	29
	Class Size Range 27 or more	16.67	5	35.71	10	53.85	14	8.11	3	12.50	4	14.06	9

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Elementary Schools)													
	Class Size Range 1 - 20	~	~	~	~	21.31	305	22.03	345	26.34	398	30.08	373
	Class Size Range 21 - 26	~	~	~	~	56.88	814	56.45	884	55.26	835	54.27	673
	Class Size Range 27 or more	~	~	~	~	21.80	312	21.52	337	18.40	278	15.65	194
District (All Schools)													
	Class Size Range 1 - 20	26.50	1,314	27.33	1,377	28.48	1,544	29.00	1,634	32.77	1,839	38.20	2,198
	Class Size Range 21 - 26	45.05	2,234	49.19	2,478	49.07	2,660	50.69	2,856	48.40	2,716	46.92	2,700
	Class Size Range 27 or more	28.45	1,411	23.48	1,183	22.45	1,217	20.31	1,144	18.83	1,057	14.88	856
State (Elementary Schools)													
	Class Size Range 1 - 20	~	~	~	~	29.86	9,170	30.32	9,287	32.15	9,840	31.58	9,687
	Class Size Range 21 - 26	~	~	~	~	51.31	15,758	50.85	15,577	50.68	15,510	53.06	16,277
	Class Size Range 27 or more	~	~	~	~	18.83	5,783	18.83	5,768	17.17	5,255	15.37	4,714
State (All Schools)													
	Class Size Range 1 - 20	29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
	Class Size Range 21 - 26	40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
	Class Size Range 27 or more	30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Table 3b: Class Size Characteristics
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010001	Arnett, S.P., Middle School												
	Class Size Range 1 - 20	21.48	29	10.79	15	23.70	32	23.66	31	21.90	30	27.40	40
	Class Size Range 21 - 26	45.93	62	58.99	82	52.59	71	48.09	63	53.28	73	53.42	78
	Class Size Range 27 or more	32.59	44	30.22	42	23.70	32	28.24	37	24.82	34	19.18	28
010015	DeQuincy Middle School												
	Class Size Range 1 - 20	21.43	21	25.25	25	13.40	13	47.87	45	51.09	47	45.65	42
	Class Size Range 21 - 26	66.33	65	71.72	71	79.38	77	51.06	48	44.57	41	47.83	44
	Class Size Range 27 or more	12.24	12	3.03	3	7.22	7	1.06	1	4.35	4	6.52	6
010034	Lewis, W.W., Middle School												
	Class Size Range 1 - 20	19.25	31	16.03	25	21.34	35	25.29	44	26.26	47	45.53	107
	Class Size Range 21 - 26	44.10	71	58.97	92	46.34	76	40.80	71	44.69	80	37.02	87
	Class Size Range 27 or more	36.65	59	25.00	39	32.32	53	33.91	59	29.05	52	17.45	41
010035	LeBlanc Middle School												
	Class Size Range 1 - 20	28.28	28	30.48	32	16.19	17	21.10	23	29.09	32	33.33	38
	Class Size Range 21 - 26	44.44	44	60.00	63	40.00	42	47.71	52	55.45	61	50.00	57
	Class Size Range 27 or more	27.27	27	9.52	10	43.81	46	31.19	34	15.45	17	16.67	19
010038	Molo, Ray D., Middle Magnet School												
	Class Size Range 1 - 20	14.50	19	15.75	20	20.00	23	7.21	8	10.83	13	10.42	15
	Class Size Range 21 - 26	25.95	34	58.27	74	49.57	57	47.75	53	48.33	58	52.08	75
	Class Size Range 27 or more	59.54	78	25.98	33	30.43	35	45.05	50	40.83	49	37.50	54
010040	Moss Bluff Middle School												
	Class Size Range 1 - 20	24.07	39	18.24	29	18.97	33	23.47	46	25.14	45	22.84	45
	Class Size Range 21 - 26	28.40	46	22.01	35	29.89	52	27.55	54	18.99	34	32.99	65
	Class Size Range 27 or more	47.53	77	59.75	95	51.15	89	48.98	96	55.87	100	44.16	87
010044	Oak Park Middle School												
	Class Size Range 1 - 20	39.83	47	25.00	29	21.78	22	15.25	18	19.57	27	28.76	44
	Class Size Range 21 - 26	32.20	38	41.38	48	22.77	23	24.58	29	34.78	48	36.60	56
	Class Size Range 27 or more	27.97	33	33.62	39	55.45	56	60.17	71	45.65	63	34.64	53
010047	Reynaud Middle School												
	Class Size Range 1 - 20	5.05	5	11.49	10	19.80	20	41.41	41	70.71	70	30.43	35
	Class Size Range 21 - 26	23.23	23	44.83	39	66.34	67	52.53	52	26.26	26	69.57	80
	Class Size Range 27 or more	71.72	71	43.68	38	13.86	14	6.06	6	3.03	3	0.00	0
010057	Vinton Middle School												
	Class Size Range 1 - 20	38.24	26	35.29	24	21.62	16	8.86	7	16.67	13	29.73	22
	Class Size Range 21 - 26	26.47	18	22.06	15	21.62	16	68.35	54	41.03	32	66.22	49
	Class Size Range 27 or more	35.29	24	42.65	29	56.76	42	22.78	18	42.31	33	4.05	3

~ = Unavailable Data

Table 3b: Class Size Characteristics
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010062	Welsh, S.J., Middle School												
	Class Size Range 1 - 20	30.22	68	19.07	45	24.54	67	17.45	48	13.21	37	22.83	63
	Class Size Range 21 - 26	16.44	37	20.34	48	32.97	90	45.45	125	52.14	146	63.04	174
	Class Size Range 27 or more	53.33	120	60.59	143	42.49	116	37.09	102	34.64	97	14.13	39
010066	White, F.K., Middle School												
	Class Size Range 1 - 20	7.54	15	11.52	25	17.24	40	28.37	59	23.88	48	40.10	83
	Class Size Range 21 - 26	27.64	55	24.88	54	51.29	119	56.73	118	57.21	115	47.83	99
	Class Size Range 27 or more	64.82	129	63.59	138	31.47	73	14.90	31	18.91	38	12.08	25
District (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	~	~	~	~	20.24	318	23.21	370	25.36	409	30.46	534
	Class Size Range 21 - 26	~	~	~	~	43.92	690	45.11	719	44.27	714	49.29	864
	Class Size Range 27 or more	~	~	~	~	35.84	563	31.68	505	30.38	490	20.25	355
District (All Schools)													
	Class Size Range 1 - 20	26.50	1,314	27.33	1,377	28.48	1,544	29.00	1,634	32.77	1,839	38.20	2,198
	Class Size Range 21 - 26	45.05	2,234	49.19	2,478	49.07	2,660	50.69	2,856	48.40	2,716	46.92	2,700
	Class Size Range 27 or more	28.45	1,411	23.48	1,183	22.45	1,217	20.31	1,144	18.83	1,057	14.88	856
State (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	~	~	~	~	21.06	6,253	23.16	6,785	23.22	6,682	24.50	7,050
	Class Size Range 21 - 26	~	~	~	~	38.07	11,300	39.15	11,471	40.39	11,625	40.85	11,756
	Class Size Range 27 or more	~	~	~	~	40.87	12,133	37.69	11,045	36.40	10,476	34.66	9,975
State (All Schools)													
	Class Size Range 1 - 20	29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
	Class Size Range 21 - 26	40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
	Class Size Range 27 or more	30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010003	Barbe, Alfred M., High School												
	Class Size Range 1 - 20	17.80	60	18.57	65	31.44	122	29.90	122	26.42	107	39.08	170
	Class Size Range 21 - 26	63.20	213	68.00	238	56.70	220	63.97	261	64.69	262	54.71	238
	Class Size Range 27 or more	18.99	64	13.43	47	11.86	46	6.13	25	8.89	36	6.21	27
010014	DeQuincy High School												
	Class Size Range 1 - 20	63.16	84	71.64	96	70.00	91	71.65	91	76.98	97	75.40	95
	Class Size Range 21 - 26	32.33	43	25.37	34	27.69	36	25.20	32	21.43	27	17.46	22
	Class Size Range 27 or more	4.51	6	2.99	4	2.31	3	3.15	4	1.59	2	7.14	9
010025	Houston, Sam, High School												
	Class Size Range 1 - 20	16.19	34	19.71	41	23.74	52	23.45	53	26.64	61	37.31	97
	Class Size Range 21 - 26	79.05	166	72.12	150	71.23	156	63.72	144	64.63	148	48.08	125
	Class Size Range 27 or more	4.76	10	8.17	17	5.02	11	12.83	29	8.73	20	14.62	38
010026	Iowa High School												
	Class Size Range 1 - 20	44.04	48	44.04	48	46.79	51	34.26	37	48.78	60	53.38	71
	Class Size Range 21 - 26	47.71	52	43.12	47	25.69	28	46.30	50	37.40	46	29.32	39
	Class Size Range 27 or more	8.26	9	12.84	14	27.52	30	19.44	21	13.82	17	17.29	23
010031	Lake Charles/Boston High School												
	Class Size Range 1 - 20	24.56	28	22.58	28	17.05	22	33.58	46	46.04	64	34.48	50
	Class Size Range 21 - 26	42.98	49	47.58	59	39.53	51	36.50	50	33.09	46	50.34	73
	Class Size Range 27 or more	32.46	37	29.84	37	43.41	56	29.93	41	20.86	29	15.17	22
010033	LaGrange High School												
	Class Size Range 1 - 20	34.16	110	35.46	111	35.39	109	37.34	115	47.37	144	48.07	162
	Class Size Range 21 - 26	39.44	127	44.41	139	42.21	130	37.01	114	36.84	112	33.83	114
	Class Size Range 27 or more	26.40	85	20.13	63	22.40	69	25.65	79	15.79	48	18.10	61
010052	Sulphur High School												
	Class Size Range 1 - 20	24.37	97	26.25	110	20.73	91	20.31	93	28.70	132	30.94	155
	Class Size Range 21 - 26	56.53	225	50.84	213	67.65	297	72.49	332	61.52	283	62.67	314
	Class Size Range 27 or more	19.10	76	22.91	96	11.62	51	7.21	33	9.78	45	6.39	32
010056	Vinton High School												
	Class Size Range 1 - 20	63.33	57	59.55	53	56.32	49	56.18	50	47.13	41	50.53	48
	Class Size Range 21 - 26	33.33	30	39.33	35	43.68	38	42.70	38	50.57	44	38.95	37
	Class Size Range 27 or more	3.33	3	1.12	1	0.00	0	1.12	1	2.30	2	10.53	10
010058	Washington/Marion Magnet High School												
	Class Size Range 1 - 20	37.70	72	49.75	99	56.28	121	51.58	114	53.81	120	51.97	119
	Class Size Range 21 - 26	27.23	52	33.67	67	22.79	49	29.41	65	30.04	67	31.44	72
	Class Size Range 27 or more	35.08	67	16.58	33	20.93	45	19.00	42	16.14	36	16.59	38

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010064	Westlake High School												
	Class Size Range 1 - 20	47.56	78	38.36	61	39.53	68	33.93	57	36.09	61	43.10	75
	Class Size Range 21 - 26	32.93	54	54.09	86	48.26	83	57.74	97	42.60	72	45.40	79
	Class Size Range 27 or more	19.51	32	7.55	12	12.21	21	8.33	14	21.30	36	11.49	20
010070	Calcasieu P.M. High School												
	Class Size Range 1 - 20	95.00	19	91.30	21	100.00	23	96.15	25	95.83	23	100.00	26
	Class Size Range 21 - 26	5.00	1	4.35	1	0.00	0	3.85	1	0.00	0	0.00	0
	Class Size Range 27 or more	0.00	0	4.35	1	0.00	0	0.00	0	4.17	1	0.00	0
010072	Calcasieu Career Center												
	Class Size Range 1 - 20	~	~	~	~	~	~	~	~	~	~	100.00	77
	Class Size Range 21 - 26	~	~	~	~	~	~	~	~	~	~	0.00	0
	Class Size Range 27 or more	~	~	~	~	~	~	~	~	~	~	0.00	0
District (High Schools)													
	Class Size Range 1 - 20	~	~	~	~	36.01	799	35.28	803	39.76	910	45.11	1,145
	Class Size Range 21 - 26	~	~	~	~	49.03	1,088	52.02	1,184	48.36	1,107	43.85	1,113
	Class Size Range 27 or more	~	~	~	~	14.96	332	12.70	289	11.88	272	11.03	280
District (All Schools)													
	Class Size Range 1 - 20	26.50	1,314	27.33	1,377	28.48	1,544	29.00	1,634	32.77	1,839	38.20	2,198
	Class Size Range 21 - 26	45.05	2,234	49.19	2,478	49.07	2,660	50.69	2,856	48.40	2,716	46.92	2,700
	Class Size Range 27 or more	28.45	1,411	23.48	1,183	22.45	1,217	20.31	1,144	18.83	1,057	14.88	856
State (High Schools)													
	Class Size Range 1 - 20	~	~	~	~	32.15	14,261	32.55	14,610	33.61	15,285	33.77	15,900
	Class Size Range 21 - 26	~	~	~	~	33.40	14,813	34.49	15,478	33.61	15,285	33.15	15,607
	Class Size Range 27 or more	~	~	~	~	34.45	15,277	32.96	14,792	32.79	14,911	33.08	15,576
State (All Schools)													
	Class Size Range 1 - 20	29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
	Class Size Range 21 - 26	40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
	Class Size Range 27 or more	30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Table 3d: Class Size Characteristics
Combination Schools

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010004	Bell City High School												
	Class Size Range 1 - 20	64.56	51	55.43	51	48.04	49	40.20	41	39.81	41	45.61	52
	Class Size Range 21 - 26	18.99	15	34.78	32	44.12	45	47.06	48	45.63	47	31.58	36
	Class Size Range 27 or more	16.46	13	9.78	9	7.84	8	12.75	13	14.56	15	22.81	26
010051	Starks High School												
	Class Size Range 1 - 20	73.40	69	65.96	62	74.49	73	78.13	75	84.38	81	86.24	94
	Class Size Range 21 - 26	18.09	17	31.91	30	23.47	23	21.88	21	13.54	13	12.84	14
	Class Size Range 27 or more	8.51	8	2.13	2	2.04	2	0.00	0	2.08	2	0.92	1
District (Combination Schools)													
	Class Size Range 1 - 20	~	~	~	~	61.00	122	58.59	116	61.31	122	65.47	146
	Class Size Range 21 - 26	~	~	~	~	34.00	68	34.85	69	30.15	60	22.42	50
	Class Size Range 27 or more	~	~	~	~	5.00	10	6.57	13	8.54	17	12.11	27
District (All Schools)													
	Class Size Range 1 - 20	26.50	1,314	27.33	1,377	28.48	1,544	29.00	1,634	32.77	1,839	38.20	2,198
	Class Size Range 21 - 26	45.05	2,234	49.19	2,478	49.07	2,660	50.69	2,856	48.40	2,716	46.92	2,700
	Class Size Range 27 or more	28.45	1,411	23.48	1,183	22.45	1,217	20.31	1,144	18.83	1,057	14.88	856
State (Combination Schools)													
	Class Size Range 1 - 20	~	~	~	~	58.95	4,515	56.60	4,451	57.86	4,551	57.86	4,555
	Class Size Range 21 - 26	~	~	~	~	28.10	2,152	29.29	2,303	28.71	2,258	29.93	2,356
	Class Size Range 27 or more	~	~	~	~	12.95	992	14.11	1,110	13.43	1,056	12.21	961
State (All Schools)													
	Class Size Range 1 - 20	29.42	32,500	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192
	Class Size Range 21 - 26	40.51	44,755	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996
	Class Size Range 27 or more	30.07	33,223	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226

~ = Unavailable Data

Part 3. Student Participation

Student Attendance	3-1
Student Dropouts	3-9
Students Suspended and Expelled	3-17

More than a decade ago, American schools were challenged by *A Nation at Risk* to do whatever necessary to reduce the amount of instructional time lost to absenteeism (Bennett, 1988). As educators have long recognized, occasional absences cause some learning disruption, but frequent student absences can severely reduce academic progress (Bamber, 1979).

The percent of student attendance reflects the percentage of time the average student is present within the total number of instructional days. Since 1993-94, attendance has been calculated to the nearest half day.

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 4a, 4b, 4c, and 4d, Student Attendance, present the percent of student attendance for each school in the district receiving a *Report Card*. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order. Since 1993-94, district and state percentages based on school category have been provided for comparison purposes.

Data Presentation: *School Report Card*

The *1996-97 School Report Card* presents the percent of student attendance for the school, district, and state, based on the school category.

Of all the School Report Card indicators studied, student attendance yields the strongest positive relationship with average test scores. This is especially evident in secondary schools with higher attendance. These schools show a marked increase in the percentage of students passing the Graduation Exit Exam (Franklin and Crone, 1993).

Definitions

- *Aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.
- *Aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- *Day of attendance*—effective with the 1992-93 school year, “a student is considered to be in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.”

“Students who meet the above criteria and are present at the school site for 26-50 percent of the student’s instructional day shall be credited with a half day of attendance. Those who meet the above criteria and are present for at least 51% of the student’s instructional day are credited with a whole day of attendance. Students who are not physically present or who are participating for 25 percent or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (*Bulletin 741*)

As mentioned previously, the above definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.

- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

Method of Calculation

The formulas used in calculating percent of student attendance are presented at the bottom of this page.

Data Sources

The attendance indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback*. 126, 12.
- Bennett, W. J. (1988). *American Education - Making It Work*. 17. Washington, DC: U.S. Government Printing Office.
- Franklin, B. J. and Crone, L. J. (1993). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Louisiana Department of Education. *Handbook for Louisiana School Administrators (Bulletin 741)*. Baton Rouge, La.: Author.
-

Formulas Used to Calculate Percent of Student Attendance

School-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Aggregate Days of Attendance}}{\text{Aggregate Days of Membership}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the District}}{\text{Total Aggregate Days of Membership for All Schools in the District}} \times 100^*$$

State-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the State}}{\text{Total Aggregate Days of Membership for All Schools in the State}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Student Attendance in Elementary Schools = (Aggregate Days of Attendance for All Elementary Schools / Aggregate Days of Membership for All Elementary Schools) X 100.

Table 4a: Percent of Student Attendance
Elementary Schools

	1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
010002 Barbe Elementary School	93.89	94.63	94.44	94.51	92.13	94.00
010006 Brentwood Elementary School	94.72	94.03	94.93	94.60	93.12	94.84
010009 Jessie D. Clifton Elementary School	95.89	96.61	96.52	95.97	95.91	96.33
010010 College Oaks Elementary School	95.44	96.03	96.55	96.42	95.66	95.82
010011 Combre, Doretha A., Elementary School	94.57	94.66	94.80	94.95	94.39	94.56
010012 Cooley, T.S., Elementary Magnet School	97.04	96.82	96.92	96.88	96.36	96.59
010013 DeQuincy Elementary School	94.79	94.57	94.36	93.55	93.02	94.51
010016 Dolby Elementary School	96.69	96.25	96.77	96.72	95.81	96.28
010017 Rosa Fondel Elementary	96.11	95.02	95.00	95.63	94.89	95.96
010018 Fairview Elementary School	95.80	96.08	96.36	96.26	96.03	96.49
010019 Frasch Elementary School	95.93	95.80	95.87	95.66	94.94	95.06
010023 Henning, W.T., Elementary School	95.08	95.91	96.04	95.78	94.87	94.76
010024 Henry Heights Elementary School	95.68	95.74	96.03	95.88	95.71	95.81
010027 Johnson, John J. II, Elementary School	94.86	94.53	95.09	95.50	94.71	95.03
010028 Kaufman, M.J., Elementary School	95.73	95.72	96.18	96.20	94.75	95.80
010029 Kennedy, John F., Elementary School	94.70	95.77	95.89	95.25	94.56	95.31
010030 Key, E.K., Elementary School	95.25	95.17	95.94	95.63	94.92	95.39
010036 Maplewood Middle School	95.63	96.77	97.08	97.06	95.45	95.86
010039 Moss Bluff Elementary School	95.77	95.91	96.19	95.73	95.72	95.36
010042 Nelson, A.A., Elementary School	96.18	96.13	96.29	96.24	96.25	96.51
010043 Oak Park Elementary School	95.47	95.80	95.89	95.71	96.04	96.13
010045 Perkins, D.S., Elementary School	93.81	93.56	94.11	94.08	94.25	93.98
010046 Prien Lake Elementary School	96.58	96.25	96.41	96.63	96.27	96.49
010050 St. John Elementary School	94.87	95.42	96.16	95.71	94.41	95.65
010053 Vincent Settlement Elementary School	~	~	~	~	95.99	95.92
010054 Vincent, Richard W., Elementary School	95.86	95.64	95.69	95.81	95.58	95.58
010055 Vinton Elementary School	94.88	95.16	95.48	95.39	95.95	95.80
010059 Watkins, T.H., Elementary School	96.39	97.13	97.01	97.10	95.90	96.33
010060 Watson, J.I., Middle School	95.01	95.76	95.98	95.82	94.34	94.41
010061 Watson, Pearl, Elementary School	95.29	95.83	96.01	96.04	94.78	95.15
010063 Western Heights Elementary School	95.42	95.74	95.65	95.34	94.61	94.76
010065 Westwood Elementary School	95.72	95.66	95.48	95.59	95.15	95.35
010067 Wilson, Ralph F., Elementary School	94.81	95.58	95.03	95.87	95.12	95.54
010068 Gillis Elementary School	95.52	95.64	95.39	95.28	93.87	93.82

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4a: Percent of Student Attendance
Elementary Schools

	1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
District (Elementary Schools)	~	~	95.89	95.78	95.05	95.39
District (All Schools)	94.30	94.26	94.20	94.05	92.52	93.67
State (Elementary Schools)	~	~	95.01	95.21	95.01	95.20
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4b: Percent of Student Attendance
Middle/Jr. High Schools

	1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
010001 Arnett, S.P., Middle School	94.49	94.74	94.95	94.60	93.05	94.56
010015 DeQuincy Middle School	95.31	94.18	94.23	93.86	92.16	93.00
010034 Lewis, W.W., Middle School	94.08	94.23	94.68	94.78	92.86	94.09
010035 LeBlanc Middle School	92.84	93.15	93.96	92.94	92.50	93.62
010038 Molo, Ray D., Middle Magnet School	93.65	93.70	93.38	92.38	88.24	92.66
010040 Moss Bluff Middle School	94.79	94.72	94.77	95.06	94.51	95.37
010044 Oak Park Middle School	95.04	94.89	97.40	94.03	93.15	94.05
010047 Reynaud Middle School	93.26	92.23	94.20	89.02	87.55	89.73
010057 Vinton Middle School	94.44	93.36	93.30	97.23	92.30	94.03
010062 Welsh, S.J., Middle School	94.27	97.48	94.38	95.14	93.28	94.48
010066 White, F.K., Middle School	93.96	93.72	94.20	93.89	92.42	94.02
District (Middle/Jr. High Schools)	~	~	94.52	94.13	92.38	93.89
District (All Schools)	94.30	94.26	94.20	94.05	92.52	93.67
State (Middle/Jr. High Schools)	~	~	92.84	92.72	92.56	93.14
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4c: Percent of Student Attendance
High Schools

	1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
010003 Barbe, Alfred M., High School	93.94	94.03	91.14	91.34	88.15	91.40
010014 DeQuincy High School	91.19	91.31	90.80	90.76	91.10	94.17
010025 Houston, Sam, High School	94.62	91.05	92.01	92.23	91.68	92.38
010026 Iowa High School	97.08	91.34	89.40	89.35	90.18	90.95
010031 Lake Charles/Boston High School	92.56	90.07	89.79	88.56	81.49	87.79
010033 LaGrange High School	89.41	89.13	88.70	88.13	84.94	89.73
010052 Sulphur High School	91.72	91.28	90.26	90.95	89.37	90.19
010056 Vinton High School	91.63	90.48	90.77	91.52	91.77	92.73
010058 Washington/Marion Magnet High School	87.89	88.89	89.40	89.43	84.69	85.52
010064 Westlake High School	92.47	93.07	93.28	92.79	90.18	91.95
010070 Calcasieu P.M. High School	76.15	79.32	85.11	89.79	85.16	85.37
010072 Calcasieu Career Center	~	~	~	~	~	88.71
District (High Schools)	~	~	90.50	90.57	88.16	90.42
District (All Schools)	94.30	94.26	94.20	94.05	92.52	93.67
State (High Schools)	~	~	90.97	91.02	90.62	91.06
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4d: Percent of Student Attendance
Combination Schools

	1991-92	1992-93¹	1993-94	1994-95	1995-96²	1996-97
010004 Bell City High School	94.34	93.68	96.95	95.00	92.03	93.78
010051 Starks High School	95.68	94.06	94.11	93.60	91.50	94.52
District (Combination Schools)	~	~	95.65	94.38	91.81	94.09
District (All Schools)	94.30	94.26	94.20	94.05	92.52	93.67
State (Combination Schools)	~	~	94.45	94.48	94.20	94.67
State (All Schools)	~	~	93.55	93.64	93.36	93.70

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students who drop out of school deprive our country of potentially valuable human resources (Hershaff, 1980). Research indicates that dropping out of school has negative consequences both for the individual who drops out and for society (Curry, Payson, and Sandhu, 1990).

Over the last 20 years, there has been a general increase in high school completion rates. Despite these gains, dropout rates remain at unacceptably high levels. The monitoring of high school dropout rates provides one measure of our progress in increasing the educational attainment of the state's youth. Unfortunately, determining the exact number of students who actually drop out of school is extremely difficult.

According to LDE research, the percent of student dropouts has a strong negative correlation with test scores and attendance, and a positive correlation with school size. Thus, schools with low average test scores and low average attendance generally experience high dropout rates. Larger schools (those with enrollments of roughly 700 or more students) exhibit higher dropout rates than do smaller schools (Franklin and Crone, 1993).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Table 5, Student Dropouts, presents the number and percent of students (by grade level) who drop out of school for grades 7-12. Data are presented by school site code for all *Report Card* schools in the district whose grade structure includes grade seven or higher. District and state numbers and percents are offered for comparison purposes.

Data Presentation: *School Report Card*

School-level counts and percents are reported (by grade) for grades 7-12. Also, district and state percents are presented.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *Dropout*—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. A school completer is an individual who has graduated from high school or completed a state- or district-approved education program.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

Method of Calculation

Louisiana's school- and district-level student dropout percents are calculated by dividing the total number of student dropouts in each grade for grades 7-12 by the cumulative enrollment for that grade.

To conform with the federal Common Core of Data (CCD) reporting, the state dropout rate is calculated by dividing the total number of dropouts by the state membership as of October 1, 1996. The formulas used to produce percent of student dropouts are presented on the following page.

Data Sources

The dropout indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Curry, B. A., Payson, James and Sandhu, Daya S. (1990). Efficacy of a university designed dropout prevention program for at-risk adolescents of Louisiana. *Louisiana Education Research Journal*. XVI:1, 52.
- Franklin, B. J. and Crone, L. J. (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Hershaff, S. M. (1980). Dropouts: A comparison of their general feelings of alienation and attitudes toward school with those of persisters. *The Southern Journal of Educational Research*. XIV:4, 247.
- National Center for Education Statistics (1993). *Dropout rates in the United States: 1993*. U.S. Department of Education, Office of Educational Research and Improvement. Government Printing Office: Washington, DC.

Formulas Used to Calculate Percent of Student Dropouts (Grades 7-12)

School-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Number of Student Dropouts (By Grade Level)}}{\text{Cumulative Enrollment (By Grade Level)}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the District}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the District}} \times 100$$

State-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the State}}{\text{October 1 Membership (By Grade Level) For All Schools in the State}} \times 100$$

Table 5: Student Dropouts

		1991-92		1992-93 ¹		1993-94		1994-95		1995-96 ²		1996-97	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
010001	Arnett, S.P., Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Grade 8	1.00	2	0.00	0	0.00	0	0.00	0	1.00	2	1.08	2
010003	Barbe, Alfred M., High School												
	Grade 9	2.86	15	1.47	8	4.71	28	0.98	6	2.47	14	4.02	20
	Grade 10	3.15	13	2.50	13	4.78	21	2.10	11	6.21	31	2.85	14
	Grade 11	3.98	13	1.99	8	4.08	18	2.89	11	4.35	17	2.81	11
	Grade 12	2.67	8	1.92	6	3.23	12	2.08	9	3.19	11	3.62	13
010004	Bell City High School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	2.27	1
	Grade 8	0.00	0	0.00	0	0.00	0	0.00	0	1.82	1	1.67	1
	Grade 9	2.78	1	1.85	1	0.00	0	2.22	1	3.92	2	1.82	1
	Grade 10	3.57	1	2.50	1	1.89	1	1.89	1	6.98	3	3.70	2
	Grade 11	3.13	1	0.00	0	2.56	1	4.00	2	4.55	2	0.00	0
	Grade 12	0.00	0	0.00	0	0.00	0	0.00	0	6.98	3	4.88	2
010014	DeQuincy High School												
	Grade 9	1.60	2	0.64	1	0.71	1	0.00	0	4.95	5	0.91	1
	Grade 10	0.00	0	0.00	0	0.00	0	0.83	1	8.11	9	6.98	6
	Grade 11	4.05	3	0.00	0	0.92	1	0.00	0	10.31	10	2.44	2
	Grade 12	1.08	1	0.00	0	1.11	1	1.10	1	1.39	1	1.16	1
010015	DeQuincy Middle School												
	Grade 7	0.81	1	0.75	1	1.00	1	0.00	0	0.00	0	0.93	1
	Grade 8	0.76	1	0.75	1	0.00	0	1.98	2	0.93	1	2.65	3
010025	Houston, Sam, High School												
	Grade 9	0.00	0	2.10	6	0.93	3	0.96	3	5.97	20	4.15	14
	Grade 10	1.15	3	1.67	5	1.81	5	0.33	1	7.22	20	2.97	9
	Grade 11	0.46	1	1.59	4	0.39	1	0.00	0	1.64	4	3.00	7
	Grade 12	2.22	4	2.68	6	0.92	2	0.40	1	4.93	11	4.39	10
010026	Iowa High School												
	Grade 9	4.69	6	0.59	1	0.56	1	0.00	0	6.29	11	3.77	6
	Grade 10	4.20	5	0.82	1	0.75	1	0.00	0	4.76	7	3.27	5
	Grade 11	1.89	2	0.88	1	0.00	0	0.00	0	9.57	11	7.03	9
	Grade 12	5.81	5	1.03	1	0.96	1	0.00	0	4.59	5	9.52	10

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1991-92		1992-93¹		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010031	Lake Charles/Boston High School												
	Grade 9	7.77	16	2.84	9	5.09	17	1.75	6	13.45	23	11.11	20
	Grade 10	4.55	8	2.75	5	6.19	12	3.24	7	8.90	17	13.14	18
	Grade 11	0.89	1	3.37	6	2.60	4	3.13	5	5.84	9	8.38	14
	Grade 12	1.01	1	3.81	4	6.41	10	1.57	2	10.53	12	9.91	11
010033	LaGrange High School												
	Grade 9	3.77	15	2.63	13	3.44	17	1.63	8	8.91	32	4.19	16
	Grade 10	2.36	9	2.14	9	3.78	14	2.03	8	7.60	26	5.52	17
	Grade 11	1.08	3	2.74	9	5.56	16	2.34	7	6.32	18	7.27	21
	Grade 12	1.82	5	2.46	7	2.76	8	2.25	6	9.65	22	7.91	20
010034	Lewis, W.W., Middle School												
	Grade 7	0.75	2	0.00	0	0.00	0	0.00	0	0.36	1	1.09	3
	Grade 8	0.00	0	0.77	2	0.38	1	0.38	1	0.69	2	0.00	0
010035	LeBlanc Middle School												
	Grade 7	0.00	0	0.00	0	0.54	1	0.00	0	0.00	0	1.18	2
	Grade 8	0.64	1	0.00	0	0.00	0	0.58	1	1.26	2	1.28	2
010036	Maplewood Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.58	1	0.65	1
	Grade 8	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010038	Molo, Ray D., Middle Magnet School												
	Grade 7	1.36	3	0.40	1	0.43	1	0.00	0	1.95	4	1.49	3
	Grade 8	0.46	1	0.00	0	0.00	0	0.00	0	5.61	11	3.68	7
010040	Moss Bluff Middle School												
	Grade 7	0.34	1	0.00	0	0.32	1	0.00	0	1.18	4	0.68	2
	Grade 8	0.00	0	0.00	0	1.72	5	0.00	0	1.02	3	1.51	5
010044	Oak Park Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	1.86	4	0.00	0
	Grade 8	1.83	3	0.00	0	0.00	0	0.00	0	2.56	4	1.71	3
010047	Reynaud Middle School												
	Grade 7	2.50	4	2.69	6	1.08	2	0.48	1	4.82	8	8.39	12
	Grade 8	2.42	4	0.56	1	1.59	3	0.00	0	8.93	10	2.70	3

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1991-92		1992-93 ¹		1993-94		1994-95		1995-96 ²		1996-97	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
010051	Starks High School												
	Grade 7	4.44	2	0.00	0	0.00	0	0.00	0	2.94	1	0.00	0
	Grade 8	3.03	1	0.00	0	0.00	0	2.33	1	0.00	0	3.45	1
	Grade 9	9.38	3	0.00	0	2.00	1	5.88	3	6.00	3	8.51	4
	Grade 10	2.38	1	0.00	0	0.00	0	6.06	2	25.81	8	14.71	5
	Grade 11	3.45	1	0.00	0	4.17	1	8.70	2	6.90	2	6.25	1
	Grade 12	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	3.85	1
010052	Sulphur High School												
	Grade 9	2.07	12	2.15	15	1.51	10	3.10	23	7.70	48	4.12	26
	Grade 10	2.99	13	1.77	10	1.94	11	2.45	14	7.80	43	8.70	44
	Grade 11	2.16	8	3.08	12	1.72	8	3.01	14	4.95	21	4.38	19
	Grade 12	2.35	8	1.12	4	3.26	12	2.93	13	5.19	21	2.72	11
010056	Vinton High School												
	Grade 9	3.37	3	1.89	2	3.60	4	0.00	0	3.03	3	2.04	2
	Grade 10	2.47	2	0.00	0	1.06	1	4.82	4	4.17	4	7.29	7
	Grade 11	1.52	1	2.90	2	6.41	5	3.45	3	4.17	3	2.47	2
	Grade 12	0.00	0	3.17	2	6.25	4	2.67	2	2.67	2	4.55	3
010057	Vinton Middle School												
	Grade 7	2.02	2	0.93	1	0.00	0	0.00	0	1.64	2	1.00	1
	Grade 8	0.00	0	0.96	1	0.00	0	0.00	0	0.00	0	0.96	1
010058	Washington/Marion Magnet High School												
	Grade 9	8.37	21	0.96	3	3.86	12	1.80	6	8.70	22	8.79	24
	Grade 10	4.17	9	1.83	4	2.54	6	2.59	6	6.98	15	3.96	8
	Grade 11	4.71	8	0.00	0	1.69	3	2.55	5	5.56	9	4.95	9
	Grade 12	1.23	2	0.00	0	5.03	9	1.83	3	5.39	9	5.67	8
010060	Watson, J.I., Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	0.68	1	1.71	3
	Grade 8	0.00	0	0.67	1	1.71	3	0.00	0	3.40	5	1.36	2
010062	Welsh, S.J., Middle School												
	Grade 7	1.06	4	0.71	3	0.22	1	0.40	2	0.24	1	0.97	4
	Grade 8	1.22	4	0.95	4	0.25	1	0.23	1	1.22	5	1.29	5

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1991-92		1992-93¹		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010064	Westlake High School												
	Grade 9	2.46	5	3.35	8	3.57	10	1.98	5	3.69	8	4.35	9
	Grade 10	0.65	1	1.55	3	3.13	6	1.28	3	6.18	11	5.64	11
	Grade 11	0.00	0	2.04	3	1.76	3	2.44	4	7.74	13	5.00	7
	Grade 12	1.72	2	1.56	2	2.01	3	0.68	1	10.29	14	4.64	7
010066	White, F.K., Middle School												
	Grade 7	0.00	0	0.43	2	0.00	0	0.00	0	1.68	5	0.61	2
	Grade 8	0.63	2	1.52	6	0.00	0	0.30	1	2.94	9	1.19	3
010070	Calcasieu P.M. High School												
	Grade 9	0.00	0	7.14	2	30.51	18	19.15	9	42.31	11	90.91	10
	Grade 10	0.00	0	24.00	6	25.93	7	16.67	6	31.71	13	78.57	11
	Grade 11	0.00	0	2.94	1	17.02	8	8.57	3	52.63	10	66.67	16
	Grade 12	0.00	0	3.57	1	36.36	12	22.86	8	36.11	13	42.86	15
010072	Calcasieu Career Center												
	Grade 7	~	~	~	~	~	~	~	~	~	~	5.13	2
	Grade 8	~	~	~	~	~	~	~	~	~	~	0.00	0
	Grade 9	~	~	~	~	~	~	~	~	~	~	4.00	2
	Grade 10	~	~	~	~	~	~	~	~	~	~	4.00	1
	Grade 11	~	~	~	~	~	~	~	~	~	~	6.67	1
	Grade 12	~	~	~	~	~	~	~	~	~	~	0.00	0

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

	1991-92		1992-93 ¹		1993-94		1994-95		1995-96 ²		1996-97	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
District												
Grade 7	0.70	19	0.50	14	0.25	7	0.10	3	1.14	32	1.35	37
Grade 8	0.75	19	0.60	16	0.49	13	0.27	7	2.10	55	1.46	38
Grade 9	3.59	99	2.31	69	3.91	122	2.22	70	6.91	202	5.34	155
Grade 10	2.78	65	2.25	57	3.37	85	2.35	64	7.86	207	6.27	158
Grade 11	2.24	42	2.22	46	3.14	69	2.59	56	5.99	129	5.46	119
Grade 12	2.05	36	1.95	33	3.78	74	2.28	46	6.37	124	5.61	112
Grades 9 - 12	~	~	~	~	~	~	~	~	6.85	662	5.67	544
State												
Grade 7	1.72	1,051	~	~	1.47	904	0.78	480	4.46	2,816	4.73	2,904
Grade 8	2.15	1,176	~	~	1.71	971	0.93	538	6.04	3,568	5.53	3,232
Grade 9	5.57	3,390	~	~	6.48	4,018	4.63	2,898	12.90	8,966	13.51	9,245
Grade 10	4.87	2,466	~	~	4.91	2,531	3.79	2,005	11.86	6,554	12.10	6,626
Grade 11	4.43	1,865	~	~	4.57	1,988	3.55	1,555	10.78	4,991	10.58	4,897
Grade 12	3.43	1,262	~	~	3.70	1,433	2.65	1,061	10.75	4,397	8.62	3,605
Grades 9 - 12	~	~	~	~	~	~	~	~	11.75	24,908	11.53	24,373

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students Suspended and Expelled

Student suspension not only harms students by depriving them of valuable instruction, it also harms communities, the individual school, and school district (Garibaldi, 1978).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96 and 1996-97 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 6a, 6b, 6c, and 6d, Students Suspended and Expelled, present the number and percent of students suspended and the number and percent of students expelled for each school in the district receiving a *Report Card*. Schools are listed by category and in site code order. District percentages are presented for comparison of all schools. Since 1993-94, percentages based on the school category also have been provided for comparison purposes.

It should be pointed out that the “students suspended” number reflects the number of students at the school site who were suspended at least once during the school year. Because some students are suspended more than once over the course of the school year, the total incidence of suspension may be greater than the number reported here.

Data Presentation: *School Report Card*

The 1996-97 *School Report Card* presents the school-level number and percent of students suspended and expelled. Category statistics are provided at the district level for comparison purposes.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *In-school Expulsion*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.
- *In-school Suspension*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.
- *Out-of-school Expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- *Out-of-school Suspension*—student is temporarily prohibited from participating in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and secondary schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1994) who found that suspension rates are significantly higher in middle schools than elementary or combination (K-12) schools.

Method of Calculation

Suspensions and expulsions are calculated for students enrolled in grades K-12. The formulas listed on the following pages were used to calculate the desired school- and district-level percentages for each school category, as well as district-level percentages for all schools.

Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Children's Defense Fund. (1975). *School Suspensions - Are They Helping Children?* Cambridge, Mass.
- Franklin, B. J., and Glascock, C. H. (1994). The K-12 school - Did we forget the importance of continuity? Paper presented at the annual meeting of the Mid-South Education Research Association. Nashville, Tenn.
- Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report*. Washington, D.C.: U.S. Government Printing Office.
- Kennedy, E. (1993). A study of out-of-school suspensions and expulsions in Louisiana public schools. Report to the Board of Elementary and Secondary Education. Baton Rouge, La.: Louisiana Department of Education.

Formulas Used to Calculate Percent of Students Suspended, Expelled

School-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Number of Students Suspended}}{\text{Cumulative Enrollment}} \times 100$$

$$\text{Percent of Students Expelled} = \frac{\text{Number of Students Expelled}}{\text{Cumulative Enrollment}} \times 100$$

District-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Total Number of Students Suspended for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

$$\text{Percent of Students Expelled} = \frac{\text{Total Number of Students Expelled for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010002	Barbe Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	2.40	10	4.04	20	10.80	50	4.88	24	7.96	32	4.05	16
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010006	Brentwood Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	12.02	50	8.33	40	7.03	32	9.01	41	11.62	48	5.22	20
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.22	1	0.88	4	0.48	2	0.00	0
010009	Jessie D. Clifton Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.18	1	0.00	0	0.18	1
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010010	College Oaks Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.22	1
	Suspended (Out of School)	0.00	0	0.41	2	0.39	2	0.74	4	1.14	6	2.43	11
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010011	Combres, Doretha A., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.55	2	0.00	0	0.00	0	0.00	0	0.00	0	1.04	3
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010012	Cooley, T.S., Elementary Magnet School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	4.84	15	2.59	9	1.78	6	0.60	2	2.23	7	0.96	3
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010013	DeQuincy Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	1.46	11	2.58	20	2.22	17	1.03	8	0.89	7	1.20	9
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010016	Dolby Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.30	1
	Suspended (Out of School)	0.00	0	0.00	0	0.22	1	0.00	0	1.36	5	0.91	3
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010017	Rosa Fondel Elementary												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.88	3	0.69	2	7.25	19
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010018	Fairview Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	5.10	26	5.35	32	4.79	27	1.77	10	2.48	13	0.83	4
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010019	Frasch Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.15	1	0.00	0	0.51	3	0.18	1
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010023	Henning, W.T., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	1.02	8	0.83	7	0.72	6	0.61	5	0.19	1	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010024	Henry Heights Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	1.20	6	0.85	4	1.02	5	3.08	13	2.28	10
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010027	Johnson, John J. II, Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.20	1	0.22	1	0.26	1
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.20	1	0.00	0	0.00	0
010028	Kaufman, M.J., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.96	3	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010029	Kennedy, John F., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.28	1	0.85	3	0.27	1	3.37	12	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010030	Key, E.K., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.59	3	0.35	2	0.18	1	0.00	0	0.00	0	0.22	1
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.22	1
010036	Maplewood Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.30	4
	Suspended (Out of School)	3.42	49	3.22	48	4.46	64	3.70	53	8.42	116	4.29	58
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.37	5
	Expelled (Out of School)	0.07	1	0.07	1	0.07	1	0.00	0	0.15	2	0.07	1

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010039	Moss Bluff Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.60	6	0.09	1	1.18	13	0.91	10	1.58	16	1.39	14
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010042	Nelson, A.A., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.19	1	0.89	5	1.48	8	0.73	4
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010043	Oak Park Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	2.26	8
	Suspended (Out of School)	3.60	14	5.31	24	3.76	16	4.43	20	5.68	21	4.52	16
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010045	Perkins, D.S., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.53	2
	Suspended (Out of School)	1.11	4	0.24	1	1.21	5	0.76	3	0.74	3	1.33	5
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010046	Prien Lake Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.64	4	0.72	5	0.00	0	0.00	0	0.15	1	0.16	1
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010050	St. John Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	1.59	7	0.80	4	2.43	13	0.89	5	1.41	8	2.07	12
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010053	Vincent Settlement Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	~	~	~	~	~	~	~	~	0.55	2	1.10	4
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
010054	Vincent, Richard W., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.19	1	0.20	1	0.21	1
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010055	Vinton Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	2.49	17	3.67	27	1.54	11	0.92	6	4.88	32	4.38	28
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.14	1	0.00	0	0.15	1	0.00	0
010059	Watkins, T.H., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.34	1	0.32	1	1.26	4	6.69	22	10.64	35	5.38	17
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010060	Watson, J.I., Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.07	1
	Suspended (Out of School)	7.58	99	8.06	110	8.91	127	6.59	93	7.40	103	5.97	84
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	1
	Expelled (Out of School)	0.08	1	0.07	1	0.00	0	0.21	3	0.50	7	0.07	1
010061	Watson, Pearl, Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.43	2	0.19	1	0.00	0	0.00	0	0.00	0	4.87	25
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010063	Western Heights Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.17	1	2.21	13	1.41	7	2.46	11
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010065	Westwood Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.31	2	0.29	2	0.14	1	0.29	2	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010067	Wilson, Ralph F., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.56	3	0.00	0	0.15	1	0.17	1	0.18	1	1.29	7
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.18	1
010068	Gillis Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	1.07	7	0.99	7	0.26	2	0.00	0	1.39	11	1.31	10
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.13	1	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.10	17
	Suspended (Out of School)	~	~	~	~	2.34	409	1.96	339	2.88	513	2.32	395
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.04	6
	Expelled (Out of School)	~	~	~	~	0.02	3	0.05	8	0.07	13	0.02	4
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.06	20
	Suspended (Out of School)	8.36	2,777	8.17	2,823	9.20	3,240	8.81	3,119	11.14	4,029	10.04	3,540
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.42	148
	Expelled (Out of School)	0.17	58	0.21	72	0.26	91	0.46	164	0.69	248	0.11	39
State¹ (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	2.17	8,584
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	4.26	16,806
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.01	34
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.08	311
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010001	Arnett, S.P., Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	9.90	62	8.40	56	10.45	67	9.97	65	11.53	74	12.30	75
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.33	2
	Expelled (Out of School)	0.16	1	0.00	0	0.16	1	0.61	4	0.31	2	0.00	0
010015	DeQuincy Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	21.09	81	20.67	80	13.69	49	12.36	43	20.92	73	22.46	84
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.53	2
	Expelled (Out of School)	0.00	0	1.03	4	0.00	0	0.86	3	1.43	5	0.27	1
010034	Lewis, W.W., Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	12.82	104	6.38	54	8.31	71	11.56	105	18.12	158	13.13	114
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.81	7
	Expelled (Out of School)	0.49	4	0.24	2	0.12	1	0.22	2	0.34	3	0.23	2
010035	LeBlanc Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	9.71	47	6.97	38	9.52	54	12.34	68	12.50	68	13.81	75
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	1.10	6
	Expelled (Out of School)	0.21	1	0.00	0	0.00	0	0.18	1	0.74	4	0.00	0
010038	Molo, Ray D., Middle Magnet School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	21.98	151	15.01	115	15.36	108	12.55	91	18.06	125	10.17	73
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.42	3
	Expelled (Out of School)	0.44	3	0.13	1	1.14	8	0.55	4	2.75	19	0.14	1
010040	Moss Bluff Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	5.53	43	5.56	50	7.17	67	6.93	69	13.95	135	5.89	57
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.41	4
	Expelled (Out of School)	0.00	0	0.00	0	0.21	2	0.30	3	1.45	14	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010044	Oak Park Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	26.49	138	18.78	117	23.95	143	29.91	201	34.79	223	25.93	167
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	1.40	9
	Expelled (Out of School)	0.38	2	0.16	1	0.84	5	2.83	19	2.34	15	0.78	5
010047	Reynaud Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	16.05	83	17.89	119	18.08	124	22.00	152	39.96	189	39.04	187
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	2.30	11
	Expelled (Out of School)	0.00	0	0.75	5	1.17	8	5.07	35	6.13	29	0.00	0
010057	Vinton Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	19.93	56	22.12	71	19.57	64	14.07	46	21.61	75	23.32	80
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	1.46	5
	Expelled (Out of School)	0.71	2	0.62	2	0.92	3	0.31	1	1.15	4	0.29	1
010062	Welsh, S.J., Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	16.57	174	11.23	142	12.21	161	10.09	139	15.74	212	11.03	141
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.08	1
	Expelled (Out of School)	1.24	13	0.79	10	0.38	5	1.31	18	0.97	13	0.08	1
010066	White, F.K., Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.11	1
	Suspended (Out of School)	12.50	132	11.59	148	14.67	180	16.70	178	23.74	235	20.11	183
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	1.98	18
	Expelled (Out of School)	0.47	5	0.78	10	0.33	4	0.94	10	1.82	18	0.11	1

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.01	1
	Suspended (Out of School)	~	~	~	~	15.12	1,088	15.87	1,157	20.20	1,525	16.28	1,210
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.92	68
	Expelled (Out of School)	~	~	~	~	0.51	37	1.37	100	1.67	126	0.16	12
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.06	20
	Suspended (Out of School)	8.36	2,777	8.17	2,823	9.20	3,240	8.81	3,119	11.14	4,029	10.04	3,540
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.42	148
	Expelled (Out of School)	0.17	58	0.21	72	0.26	91	0.46	164	0.69	248	0.11	39
State¹ (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	10.03	14,670
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	16.40	23,990
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.16	234
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.87	1,269
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010003	Barbe, Alfred M., High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	12.08	189	12.07	215	12.68	234	11.80	230	18.57	344	13.90	249
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.56	10
	Expelled (Out of School)	0.32	5	0.45	8	0.49	9	0.26	5	1.19	22	0.06	1
010014	DeQuincy High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	16.05	65	13.38	61	10.30	48	10.72	49	13.72	55	13.65	52
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.26	1
	Expelled (Out of School)	0.25	1	0.22	1	0.21	1	0.22	1	0.50	2	0.00	0
010025	Houston, Sam, High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	10.33	98	10.45	111	15.92	171	11.30	125	11.57	129	16.61	188
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	1.24	14
	Expelled (Out of School)	0.00	0	0.66	7	0.09	1	0.27	3	0.09	1	0.35	4
010026	Iowa High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	10.71	47	16.53	83	17.18	89	18.77	104	21.20	120	17.71	102
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.69	4
	Expelled (Out of School)	0.68	3	0.20	1	0.77	4	0.36	2	1.59	9	0.00	0
010031	Lake Charles/Boston High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	19.90	118	15.35	120	16.95	142	14.44	122	22.82	160	24.71	168
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	1.18	8
	Expelled (Out of School)	0.17	1	0.26	2	0.12	1	0.24	2	1.00	7	0.15	1
010033	LaGrange High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	20.26	270	15.84	242	19.21	277	18.10	263	23.54	303	24.51	324
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.53	7
	Expelled (Out of School)	0.60	8	0.52	8	0.76	11	1.10	16	1.40	18	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010052	Sulphur High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	7.64	132	9.61	193	9.24	191	10.22	227	14.29	304	12.97	271
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.57	12
	Expelled (Out of School)	0.00	0	0.00	0	0.24	5	0.41	9	0.47	10	0.05	1
010056	Vinton High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	22.67	68	19.12	61	20.17	70	14.29	52	19.15	72	15.71	60
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.52	2
	Expelled (Out of School)	0.00	0	0.31	1	0.29	1	0.55	2	1.33	5	0.00	0
010058	Washington/Marion Magnet High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	22.25	178	21.50	198	31.78	287	25.59	237	30.28	261	29.20	257
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	1.02	9
	Expelled (Out of School)	0.63	5	0.65	6	0.89	8	0.86	8	2.67	23	0.34	3
010064	Westlake High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	22.22	132	14.55	103	17.32	137	14.75	118	19.95	148	23.49	171
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.41	3
	Expelled (Out of School)	0.34	2	0.14	1	1.14	9	0.63	5	1.21	9	0.00	0
010070	Calcasieu P.M. High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
010072	Calcasieu Career Center												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.50	1
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	35.15	71
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	6.44	13

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.01	1
	Suspended (Out of School)	~	~	~	~	17.29	1,646	15.62	1,527	18.98	1,875	18.81	1,873
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.70	70
	Expelled (Out of School)	~	~	~	~	0.53	50	0.54	53	1.07	106	0.23	23
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.06	20
	Suspended (Out of School)	8.36	2,777	8.17	2,823	9.20	3,240	8.81	3,119	11.14	4,029	10.04	3,540
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.42	148
	Expelled (Out of School)	0.17	58	0.21	72	0.26	91	0.46	164	0.69	248	0.11	39
State¹ (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	8.67	19,412
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	15.72	35,175
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.11	254
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.80	1,797
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6d: Students Suspended and Expelled
Combination Schools

		1991-92		1992-93		1993-94		1994-95		1995-96²		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010004	Bell City High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.00	0
	Suspended (Out of School)	7.61	34	7.95	43	6.18	37	5.44	33	9.92	59	7.62	48
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.32	2
	Expelled (Out of School)	0.00	0	0.00	0	0.17	1	0.00	0	0.34	2	0.00	0
010051	Starks High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.22	1
	Suspended (Out of School)	7.28	35	6.56	33	11.74	60	12.50	63	13.55	66	15.79	72
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.44	2
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.60	3	0.21	1	0.00	0
District (Combination Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.09	1
	Suspended (Out of School)	~	~	~	~	9.91	97	9.40	96	11.55	125	11.05	120
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.37	4
	Expelled (Out of School)	~	~	~	~	0.10	1	0.29	3	0.28	3	0.00	0
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	0.06	20
	Suspended (Out of School)	8.36	2,777	8.17	2,823	9.20	3,240	8.81	3,119	11.14	4,029	10.04	3,540
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.42	148
	Expelled (Out of School)	0.17	58	0.21	72	0.26	91	0.46	164	0.69	248	0.11	39
State¹ (Combination Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	3.50	1,464
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	7.88	3,296
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.05	20
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.21	87
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	~	~	5.55	44,040
	Suspended (Out of School)	~	~	~	~	~	~	~	~	~	~	9.94	78,866
	Expelled (In School)	~	~	~	~	~	~	~	~	~	~	0.07	542
	Expelled (Out of School)	~	~	~	~	~	~	~	~	~	~	0.44	3,454

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Part 4. Student Achievement

Criterion-referenced Test (CRT) Results.....	4-1
Norm-referenced Test (NRT) Results	4-17

Criterion-referenced Test (CRT) Results

Educational tests such as criterion-referenced tests (CRTs) are, in one form or another, tests of academic achievement based on a pre-stated set of standards.

The CRTs administered in this state are part of the Louisiana Educational Assessment Program (LEAP) and are administered in April of each year to public school students at specified grade levels. For the secondary level, the CRT is the Graduation Exit Examination (GEE).

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). The Progress Profiles Program reports scores for all students taking the tests. This reflects the same reporting format used by the LEAP.

In Louisiana, CRTs provide a measure of the extent to which students meet state-established, grade-level skill requirements in the following subject areas:

- *Grades 3 and 5*—Language Arts and Mathematics,
- *Grade 7*—Language Arts and Mathematics, and
- *Secondary Level (GEE)*—English Language Arts, Mathematics, Written Composition, Science, and Social Studies.

Organization

Tables 7a - 7c provide CRT Results for Grades 3, 5, and 7, respectively, while Table 7d provides GEE test results for first-time GEE test takers. The tables present CRT results for each school in the district receiving a *Report Card*, with schools shown in school site code order. Also, comparison data are presented for the district and the state.

The tables reflect both the number of students taking the test and the percent of students who meet or exceed standards for the respective grade levels. Thus, the percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area.

Data Presentation: *School Report Cards*

The *1996-97 School Report Cards* present school, district, and state percent passing rates by grade level and subject area.

Definition

Criterion-referenced tests (CRTs)—tests that produce a score that tells how individuals/schools perform in achieving an established criteria; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

Data Source

The CRT indicator is based on student-level data tapes provided to the LDE by National Computer Systems, test contractor for the Louisiana Educational Assessment Program (LEAP).

Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010002	Barbe Elementary School												
	Language Arts	85	48	98	50	85	40	96	55	90	50	77	31
	Mathematics	83	48	98	50	93	40	98	52	92	50	87	31
010004	Bell City High School												
	Language Arts	97	31	97	33	100	39	98	43	100	37	93	43
	Mathematics	97	30	100	33	100	39	95	43	100	37	98	42
010006	Brentwood Elementary School												
	Language Arts	96	52	88	42	91	45	81	58	86	51	94	47
	Mathematics	96	52	98	42	96	46	83	58	92	51	96	46
010009	Jessie D. Clifton Elementary School												
	Language Arts	85	66	94	49	99	69	100	67	100	90	100	89
	Mathematics	91	66	96	49	100	69	99	67	98	90	94	89
010010	College Oaks Elementary School												
	Language Arts	98	61	100	57	95	62	98	54	92	65	95	59
	Mathematics	98	58	98	57	98	62	98	55	91	66	95	59
010011	Combre, Doretha A., Elementary School												
	Language Arts	97	39	98	40	94	35	97	39	100	37	100	30
	Mathematics	100	39	100	39	100	36	100	38	100	37	100	30
010012	Cooley, T.S., Elementary Magnet School												
	Language Arts	98	52	100	51	100	50	100	49	100	52	100	48
	Mathematics	98	52	98	51	100	50	100	49	100	52	98	48
010013	DeQuincy Elementary School												
	Language Arts	100	104	96	104	100	113	95	94	97	103	97	94
	Mathematics	99	104	98	104	100	113	97	93	96	102	98	93
010016	Dolby Elementary School												
	Language Arts	99	68	96	85	100	58	100	63	98	58	100	45
	Mathematics	100	68	99	85	100	58	100	63	97	58	98	45
010017	Rosa Fondel Elementary												
	Language Arts	91	34	92	48	97	32	95	39	94	32	86	37
	Mathematics	94	34	90	48	100	32	100	39	100	32	92	37
010018	Fairview Elementary School												
	Language Arts	98	53	96	76	94	66	100	74	95	63	98	61
	Mathematics	96	52	100	76	97	64	100	74	95	62	97	61

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010019	Frasch Elementary School												
	Language Arts	99	75	100	81	99	76	100	73	99	82	100	74
	Mathematics	100	74	100	81	96	76	100	76	99	80	99	74
010023	Henning, W.T., Elementary School												
	Language Arts	98	109	99	94	99	115	100	105	98	60	99	75
	Mathematics	99	107	99	94	100	114	100	105	97	60	99	75
010024	Henry Heights Elementary School												
	Language Arts	96	80	98	66	93	73	96	48	97	62	96	49
	Mathematics	95	80	94	63	90	73	96	48	85	62	98	49
010027	Johnson, John J. II, Elementary School												
	Language Arts	90	63	95	57	94	70	92	49	98	49	81	52
	Mathematics	92	64	93	57	99	70	86	49	94	50	80	50
010028	Kaufman, M.J., Elementary School												
	Language Arts	95	60	100	47	93	46	100	41	93	44	96	48
	Mathematics	98	60	100	48	91	46	100	41	93	44	98	48
010029	Kennedy, John F., Elementary School												
	Language Arts	98	42	98	42	100	35	100	31	100	42	95	39
	Mathematics	100	42	95	42	100	35	100	31	98	42	92	39
010030	Key, E.K., Elementary School												
	Language Arts	96	67	95	84	100	73	100	51	93	75	92	74
	Mathematics	91	67	98	82	96	73	98	51	94	77	91	74
010036	Maplewood Middle School												
	Language Arts	99	148	98	125	100	136	98	126	97	127	98	130
	Mathematics	99	146	98	123	100	135	99	125	98	125	100	130
010039	Moss Bluff Elementary School												
	Language Arts	99	149	98	133	99	159	96	137	99	149	98	154
	Mathematics	99	148	98	133	99	158	97	137	95	149	96	154
010042	Nelson, A.A., Elementary School												
	Language Arts	100	54	97	60	96	74	100	75	99	76	98	84
	Mathematics	96	54	98	59	97	73	99	75	97	75	98	84
010043	Oak Park Elementary School												
	Language Arts	98	59	100	46	96	53	98	43	100	44	98	56
	Mathematics	97	58	100	46	96	53	98	43	98	45	100	56

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010045	Perkins, D.S., Elementary School												
	Language Arts	98	54	97	36	90	30	100	46	96	46	100	45
	Mathematics	96	54	94	36	97	29	98	46	98	44	98	45
010046	Prien Lake Elementary School												
	Language Arts	99	85	98	118	100	104	98	102	97	107	99	110
	Mathematics	99	85	99	116	99	104	97	101	98	107	98	110
010050	St. John Elementary School												
	Language Arts	98	44	99	74	96	72	99	69	98	63	98	84
	Mathematics	98	44	100	74	99	72	99	69	97	63	96	84
010051	Starks High School												
	Language Arts	100	30	95	39	96	24	93	27	100	26	100	22
	Mathematics	100	30	100	39	100	24	100	27	100	26	100	22
010053	Vincent Settlement Elementary School												
	Language Arts	~	~	~	~	~	~	~	~	98	62	100	50
	Mathematics	~	~	~	~	~	~	~	~	95	62	98	50
010054	Vincent, Richard W., Elementary School												
	Language Arts	99	68	94	64	99	80	93	56	97	70	99	69
	Mathematics	99	68	95	62	95	79	96	54	99	69	97	69
010055	Vinton Elementary School												
	Language Arts	87	111	85	97	92	98	97	76	94	85	98	88
	Mathematics	94	111	89	97	92	98	96	76	94	85	93	87
010059	Watkins, T.H., Elementary School												
	Language Arts	95	44	100	31	100	44	100	52	100	43	100	33
	Mathematics	91	44	100	31	95	44	100	51	100	43	100	33
010060	Watson, J.I., Middle School												
	Language Arts	96	113	100	132	98	127	97	105	97	120	96	142
	Mathematics	96	113	100	132	96	127	98	103	93	120	92	142
010061	Watson, Pearl, Elementary School												
	Language Arts	92	52	90	60	97	58	85	55	76	75	88	66
	Mathematics	85	52	88	60	97	58	87	55	76	75	85	65
010063	Western Heights Elementary School												
	Language Arts	96	103	94	101	97	68	97	68	96	57	96	56
	Mathematics	95	102	92	101	97	68	97	67	96	57	98	55

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010065	Westwood Elementary School												
	Language Arts	97	99	98	95	96	106	96	85	96	97	97	87
	Mathematics	98	97	98	94	98	105	98	84	96	96	98	87
010067	Wilson, Ralph F., Elementary School												
	Language Arts	91	81	93	75	91	75	91	58	95	75	92	85
	Mathematics	86	81	80	75	81	74	95	57	88	75	93	85
010068	Gillis Elementary School												
	Language Arts	97	96	99	73	97	90	98	104	98	116	98	122
	Mathematics	98	96	99	73	99	90	99	103	97	116	96	121
District													
	Language Arts	96	2,494	96	2,465	97	2,495	97	2,317	96	2,493	96	2,482
	Mathematics	96	2,480	97	2,452	97	2,487	97	2,305	95	2,487	96	2,473
State													
	Language Arts	92	58,145	91	56,847	91	57,518	90	55,985	90	58,218	91	56,926
	Mathematics	90	57,865	90	56,593	91	57,278	90	55,728	89	58,034	91	56,792

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010002	Barbe Elementary School												
	Language Arts	100	26	98	47	91	35	96	53	97	34	89	35
	Mathematics	100	26	98	47	89	35	96	53	97	34	91	35
010004	Bell City High School												
	Language Arts	97	35	100	31	100	36	97	37	98	49	98	47
	Mathematics	100	35	100	31	100	36	97	37	98	48	96	47
010006	Brentwood Elementary School												
	Language Arts	89	35	93	42	100	39	98	40	95	37	94	36
	Mathematics	77	35	86	42	97	39	98	40	100	37	100	36
010009	Jessie D. Clifton Elementary School												
	Language Arts	70	54	98	47	99	69	100	56	92	72	92	85
	Mathematics	85	53	96	47	100	69	98	57	94	72	99	85
010010	College Oaks Elementary School												
	Language Arts	95	40	100	53	100	51	98	63	100	57	98	47
	Mathematics	88	40	100	53	100	51	95	63	95	57	98	47
010011	Combre, Doretha A., Elementary School												
	Language Arts	90	41	89	36	90	29	94	34	95	42	82	28
	Mathematics	95	41	94	36	93	29	100	34	100	42	93	28
010012	Cooley, T.S., Elementary Magnet School												
	Language Arts	100	47	94	51	100	55	100	50	100	54	96	48
	Mathematics	100	47	94	51	100	55	100	50	100	54	96	48
010013	DeQuincy Elementary School												
	Language Arts	91	93	99	99	98	101	98	94	94	118	90	97
	Mathematics	96	93	99	99	99	101	99	94	94	119	93	97
010016	Dolby Elementary School												
	Language Arts	100	62	100	50	100	54	99	72	98	55	98	48
	Mathematics	98	62	100	50	100	54	99	72	100	55	96	47
010017	Rosa Fondel Elementary												
	Language Arts	96	50	100	41	95	37	93	40	96	23	90	31
	Mathematics	98	50	95	41	89	37	98	40	100	23	100	31
010018	Fairview Elementary School												
	Language Arts	93	59	99	67	100	61	97	69	98	55	97	75
	Mathematics	93	59	99	67	95	61	97	69	95	57	96	75

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010019	Frasch Elementary School												
	Language Arts	98	66	99	96	99	78	97	76	98	80	99	70
	Mathematics	98	64	100	91	100	77	99	75	98	80	96	70
010023	Henning, W.T., Elementary School												
	Language Arts	99	108	98	116	100	110	100	96	98	81	99	81
	Mathematics	99	108	97	116	100	110	99	96	94	81	100	81
010024	Henry Heights Elementary School												
	Language Arts	94	62	98	54	99	71	94	65	82	61	94	52
	Mathematics	89	62	93	54	97	71	98	65	81	62	96	52
010027	Johnson, John J. II, Elementary School												
	Language Arts	95	57	100	48	98	58	100	46	100	65	95	56
	Mathematics	100	57	100	48	100	57	100	46	100	65	91	56
010028	Kaufman, M.J., Elementary School												
	Language Arts	97	37	96	55	96	51	100	44	97	39	93	43
	Mathematics	97	37	98	55	94	51	95	44	95	39	93	43
010029	Kennedy, John F., Elementary School												
	Language Arts	96	26	76	38	73	45	97	35	91	45	95	37
	Mathematics	88	26	87	38	80	45	100	36	91	45	97	37
010030	Key, E.K., Elementary School												
	Language Arts	95	66	97	60	97	60	99	73	99	85	98	60
	Mathematics	98	66	100	60	100	60	97	73	98	85	97	60
010036	Maplewood Middle School												
	Language Arts	99	133	99	119	97	150	98	128	94	152	98	139
	Mathematics	98	133	100	119	96	150	98	130	93	152	96	141
010039	Moss Bluff Elementary School												
	Language Arts	98	146	97	140	96	161	99	144	98	166	98	171
	Mathematics	97	146	96	140	98	161	99	144	98	166	99	171
010042	Nelson, A.A., Elementary School												
	Language Arts	98	57	100	70	98	65	100	59	96	79	98	84
	Mathematics	95	56	100	69	100	64	100	58	99	79	100	84
010043	Oak Park Elementary School												
	Language Arts	100	56	94	50	98	54	94	48	91	64	90	31
	Mathematics	95	56	96	50	91	54	94	48	94	64	94	31

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010045	Perkins, D.S., Elementary School												
	Language Arts	98	51	97	31	95	43	100	43	92	36	98	42
	Mathematics	100	51	97	31	98	43	98	43	97	36	98	42
010046	Prien Lake Elementary School												
	Language Arts	100	125	100	100	100	102	100	122	99	109	97	107
	Mathematics	100	125	100	100	100	102	100	121	96	109	99	107
010050	St. John Elementary School												
	Language Arts	90	69	100	76	97	67	98	63	98	82	97	88
	Mathematics	99	69	100	76	100	67	100	63	99	81	91	88
010051	Starks High School												
	Language Arts	97	29	97	38	100	28	100	43	96	27	100	31
	Mathematics	100	29	100	37	100	27	100	43	96	27	100	30
010053	Vincent Settlement Elementary School												
	Language Arts	~	~	~	~	~	~	~	~	100	46	95	55
	Mathematics	~	~	~	~	~	~	~	~	100	46	95	56
010054	Vincent, Richard W., Elementary School												
	Language Arts	92	51	97	66	99	70	100	62	95	80	93	60
	Mathematics	96	51	98	66	100	70	100	62	98	80	98	59
010055	Vinton Elementary School												
	Language Arts	98	92	93	96	93	97	97	79	97	92	98	87
	Mathematics	95	91	95	96	96	97	97	79	96	92	97	87
010059	Watkins, T.H., Elementary School												
	Language Arts	100	34	100	43	100	41	100	48	100	40	100	53
	Mathematics	97	34	100	43	100	41	100	48	100	40	98	53
010060	Watson, J.I., Middle School												
	Language Arts	98	137	93	120	95	109	98	130	96	142	93	114
	Mathematics	96	137	98	120	96	109	94	130	94	141	94	114
010061	Watson, Pearl, Elementary School												
	Language Arts	88	49	86	50	94	62	96	57	83	60	89	57
	Mathematics	94	48	84	50	95	62	95	57	88	60	96	57
010063	Western Heights Elementary School												
	Language Arts	89	110	94	72	94	86	95	87	91	57	99	68
	Mathematics	88	110	97	72	94	86	97	87	95	57	93	68

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010065	Westwood Elementary School												
	Language Arts	99	79	100	85	100	93	95	105	96	119	98	90
	Mathematics	100	79	99	85	97	93	97	104	97	119	98	89
010067	Wilson, Ralph F., Elementary School												
	Language Arts	82	60	90	58	87	55	90	58	90	84	94	54
	Mathematics	77	60	81	58	85	55	95	57	89	83	91	54
010068	Gillis Elementary School												
	Language Arts	98	90	100	110	99	108	99	81	95	101	99	116
	Mathematics	90	90	95	110	96	108	96	81	97	100	95	116
District													
	Language Arts	95	2,332	97	2,355	97	2,432	98	2,400	94	2,643	95	2,458
	Mathematics	95	2,326	97	2,348	97	2,428	98	2,399	94	2,642	95	2,456
State													
	Language Arts	90	56,194	90	55,817	90	54,975	90	53,644	87	59,292	87	57,617
	Mathematics	90	56,114	90	55,725	91	54,885	91	53,564	89	59,183	89	57,637

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010001	Arnett, S.P., Middle School												
	Language Arts	95	182	98	153	98	179	96	160	95	182	88	190
	Mathematics	96	182	97	153	93	179	93	163	92	182	95	189
010004	Bell City High School												
	Language Arts	79	33	93	30	98	41	98	46	100	48	92	39
	Mathematics	67	33	87	30	83	41	84	45	83	48	82	39
010015	DeQuincy Middle School												
	Language Arts	91	111	91	110	99	81	94	103	84	107	87	90
	Mathematics	87	110	92	110	96	80	80	102	78	107	70	89
010034	Lewis, W.W., Middle School												
	Language Arts	94	217	91	223	94	210	93	254	95	247	95	233
	Mathematics	95	212	93	222	89	209	90	253	94	246	91	233
010035	LeBlanc Middle School												
	Language Arts	91	124	96	137	93	136	97	133	93	149	92	136
	Mathematics	96	123	99	135	93	138	95	134	93	149	92	138
010036	Maplewood Middle School												
	Language Arts	98	125	97	118	96	132	99	123	94	162	98	133
	Mathematics	96	125	97	117	95	131	95	124	94	163	89	133
010038	Molo, Ray D., Middle Magnet School												
	Language Arts	87	182	81	181	89	159	84	164	89	183	71	174
	Mathematics	68	181	58	180	76	159	76	164	59	183	64	174
010040	Moss Bluff Middle School												
	Language Arts	97	249	100	219	96	255	98	253	97	309	96	269
	Mathematics	98	248	97	219	96	255	98	253	93	314	92	267
010044	Oak Park Middle School												
	Language Arts	93	173	95	128	97	134	89	131	91	164	89	184
	Mathematics	84	173	85	128	76	134	73	131	65	164	66	184
010047	Reynaud Middle School												
	Language Arts	86	125	74	151	78	102	81	102	91	114	74	117
	Mathematics	73	124	68	151	75	102	65	102	63	114	56	117
010051	Starks High School												
	Language Arts	87	38	95	41	94	33	100	35	96	26	88	41
	Mathematics	81	36	68	41	91	33	100	36	89	28	80	41

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010057	Vinton Middle School												
	Language Arts	84	80	91	79	96	84	95	78	83	102	85	82
	Mathematics	93	76	83	80	86	85	91	78	77	102	78	82
010060	Watson, J.I., Middle School												
	Language Arts	91	123	90	134	92	150	90	121	89	132	91	151
	Mathematics	93	123	93	134	87	150	67	121	70	132	71	151
010062	Welsh, S.J., Middle School												
	Language Arts	97	316	97	323	98	368	97	377	97	375	95	376
	Mathematics	97	316	97	322	95	368	91	377	93	375	91	376
010066	White, F.K., Middle School												
	Language Arts	91	303	87	362	93	297	94	264	92	259	93	294
	Mathematics	85	299	84	363	87	294	76	261	76	259	75	295
010072	Calcasieu Career Center												
	Language Arts	~	~	~	~	~	~	~	~	~	~	77	22
	Mathematics	~	~	~	~	~	~	~	~	~	~	60	20
District													
	Language Arts	92	2,381	92	2,389	94	2,361	94	2,344	93	2,559	90	2,531
	Mathematics	89	2,361	88	2,385	89	2,358	86	2,344	83	2,566	81	2,528
State													
	Language Arts	87	54,702	88	55,206	89	54,345	88	53,799	87	57,198	86	56,041
	Mathematics	83	54,440	83	55,018	83	54,272	82	53,599	79	56,798	80	55,823

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010003	Barbe, Alfred M., High School												
	Language Arts	96	332	98	386	95	347	97	377	97	404	97	426
	Mathematics	92	335	92	386	88	344	88	382	86	402	89	427
	Written Composition	89	332	97	381	99	338	99	379	99	401	98	416
	Science	99	282	91	302	97	366	94	304	92	349	92	356
	Social Studies	99	286	99	303	98	367	98	303	97	353	97	362
010004	Bell City High School												
	Language Arts	96	23	100	36	90	42	91	43	90	39	91	43
	Mathematics	96	23	89	35	74	42	95	43	79	38	83	41
	Written Composition	95	21	100	35	90	42	95	43	92	37	100	42
	Science	97	32	95	21	90	31	87	38	82	39	89	38
	Social Studies	91	32	95	21	81	31	89	37	95	38	82	38
010014	DeQuincy High School												
	Language Arts	96	91	91	98	93	84	93	86	84	96	91	70
	Mathematics	84	89	80	95	73	84	83	87	75	95	88	69
	Written Composition	84	90	93	96	94	84	95	85	97	94	96	70
	Science	88	67	98	81	95	83	88	77	87	86	76	84
	Social Studies	88	67	94	81	93	83	92	75	92	85	90	82
010025	Houston, Sam, High School												
	Language Arts	96	213	98	214	96	214	98	243	96	225	93	255
	Mathematics	96	215	94	213	89	216	95	241	94	223	91	255
	Written Composition	84	206	99	213	99	211	100	232	99	221	99	256
	Science	93	176	92	190	94	215	98	200	89	227	89	212
	Social Studies	95	176	96	189	95	214	96	200	94	228	94	213
010026	Iowa High School												
	Language Arts	96	101	99	83	94	106	93	107	88	124	88	130
	Mathematics	83	102	95	83	83	103	81	106	74	124	88	130
	Written Composition	74	99	98	81	98	108	100	101	98	121	99	127
	Science	100	83	95	91	100	80	91	98	97	103	94	111
	Social Studies	93	84	91	90	96	80	93	98	96	102	92	110

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010031	Lake Charles/Boston High School												
	Language Arts	78	129	84	128	82	118	84	140	64	145	62	95
	Mathematics	61	129	77	127	72	118	71	141	57	146	45	96
	Written Composition	71	125	84	129	83	113	87	140	87	142	92	92
	Science	88	86	92	118	95	115	86	105	69	115	64	125
	Social Studies	89	89	95	118	96	115	97	104	96	114	83	123
010033	LaGrange High School												
	Language Arts	90	282	90	236	92	242	88	259	84	268	83	248
	Mathematics	78	281	73	236	79	243	79	257	72	263	67	243
	Written Composition	76	274	94	234	95	238	97	251	96	257	94	235
	Science	89	218	91	232	91	196	90	205	85	232	83	246
	Social Studies	95	217	94	233	91	197	92	200	84	230	86	245
010051	Starks High School												
	Language Arts	96	28	100	22	86	22	100	28	100	19	96	24
	Mathematics	96	28	82	22	68	22	85	26	70	20	75	24
	Written Composition	96	28	100	22	95	22	100	27	100	20	96	23
	Science	96	27	93	27	91	23	78	18	87	23	82	22
	Social Studies	100	27	96	27	100	23	100	17	100	23	91	22
010052	Sulphur High School												
	Language Arts	96	337	96	444	96	426	96	389	92	445	90	415
	Mathematics	89	341	90	440	87	419	88	390	85	447	87	419
	Written Composition	92	335	97	438	96	420	99	379	98	441	97	417
	Science	96	315	95	302	93	389	93	372	88	385	88	382
	Social Studies	94	318	93	306	91	390	93	368	96	386	92	383
010056	Vinton High School												
	Language Arts	88	59	98	61	95	82	88	57	95	81	83	80
	Mathematics	66	59	92	60	77	82	70	57	59	81	76	80
	Written Composition	76	59	97	60	90	81	94	54	98	80	94	80
	Science	91	53	85	54	89	57	96	72	71	55	81	69
	Social Studies	94	53	92	53	96	57	96	72	80	56	93	70

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010058	Washington/Marion Magnet High School												
	Language Arts	79	160	86	149	81	171	82	168	83	155	69	171
	Mathematics	52	160	68	150	60	171	63	164	66	153	55	168
	Written Composition	70	155	91	151	81	167	93	167	92	153	94	165
	Science	75	143	71	141	83	145	70	136	69	137	72	154
	Social Studies	86	149	91	140	95	148	95	138	96	136	90	154
010064	Westlake High School												
	Language Arts	94	135	93	146	94	137	91	170	89	140	93	164
	Mathematics	88	134	82	146	79	137	80	168	78	140	89	161
	Written Composition	78	132	91	140	88	133	98	166	96	141	97	159
	Science	95	100	90	124	91	120	87	122	81	148	85	126
	Social Studies	90	100	92	123	91	120	86	122	88	144	94	126
010070	Calcasieu P.M. High School												
	Language Arts	80	5	~	~	33	3	50	2	100	5	0	1
	Mathematics	75	4	~	~	0	3	100	2	60	5	0	1
	Written Composition	20	5	~	~	0	1	100	2	100	7	0	1
	Science	0	1	33	3	67	3	50	6	100	1	100	2
	Social Studies	0	1	67	3	25	4	40	5	~	~	100	1
010072	Calcasieu Career Center												
	Language Arts	~	~	~	~	~	~	~	~	~	~	63	8
	Mathematics	~	~	~	~	~	~	~	~	~	~	63	8
	Written Composition	~	~	~	~	~	~	~	~	~	~	100	7
	Science	~	~	~	~	~	~	~	~	~	~	40	10
	Social Studies	~	~	~	~	~	~	~	~	~	~	67	9

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 7d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

	1991-92		1992-93		1993-94		1994-95		1995-96¹		1996-97	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Language Arts	92	1,895	94	2,003	93	1,994	92	2,069	89	2,146	88	2,130
Mathematics	83	1,900	85	1,993	81	1,984	83	2,064	79	2,137	81	2,122
Written Composition	82	1,861	95	1,980	94	1,958	97	2,026	97	2,115	97	2,090
Science	92	1,583	90	1,686	93	1,823	90	1,753	85	1,900	85	1,937
Social Studies	93	1,599	94	1,687	94	1,829	94	1,739	93	1,895	91	1,938
State												
Language Arts	90	40,524	91	41,775	89	41,673	88	43,743	86	45,492	84	45,342
Mathematics	82	40,403	83	41,697	79	41,603	80	43,654	77	45,381	77	45,307
Written Composition	84	39,266	91	40,947	90	40,806	95	42,663	93	44,283	93	43,983
Science	87	35,387	86	35,820	90	37,264	85	36,977	82	39,927	82	40,423
Social Studies	89	35,442	90	35,778	90	37,230	90	36,998	90	39,989	88	40,407

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Norm-referenced Test (NRT) Results

The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. From 1988 to 1992, Louisiana's NRT was the California Achievement Test (CAT), Form F; however, CAT/5 was adopted beginning with the 1992-93 school year with final administration having occurred in the spring of 1997.

Louisiana's NRT measures student performance in eight subject areas: reading, language, mathematics, word analysis, spelling, study skills, science, and social studies. A composite score (total battery) combining the individual subject area scores for reading, language, and mathematics is also computed for each student. The NRT data tables in the *School Report Cards* and *District Composite Reports* are based upon the total battery score.

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). Scores are reported for all students not requiring modification to the standardization administration procedures. This reflects the same reporting format used by the LEAP.

Organization

Tables 8a-8c present 1996-97 NRT results for Grades 4, 6, and 8, respectively. Test results are presented for all schools in the district receiving a *Report Card*, with schools listed in site code order. District, state, and national results are presented for comparison purposes.

Data are grouped as follows:

- *Quarter 4*—the percent of students who scored in the top 25% of students in the national norm group. If 32 of 100 students scored this high, Quarter 4 would read 32 percent.
- *Quarter 3*—the percent of students who scored between the 51st and the 75th national percentiles.
- *Quarter 2*—the percent of students who scored between the 26th and the 50th national percentile.
- *Quarter 1*—the percent of students who scored below the 26th national percentile.
- *Median National Percentile Rank*—"the point in a distribution of scores (ranked from the highest to lowest) at which half of the scores will fall above and half below." (Galfo, 1975, p. 114)

Data Presentation: *School Report Card*

The 1996-97 *School Report Cards* present median national percentile ranks at the school, district, state, and national levels.

Definition

Norm-referenced tests (NRTs) —tests that produce a score that tells how schools/individuals perform in comparison with other schools/individuals; LEAP NRT results (as reported by the *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

Data Source

The NRT indicator is based on student-level data tape were provided to the Louisiana Department of Education by CTB/McMillan/McGraw-Hill, test contractor for the CAT/5.

References

- Galfo, A. J. (1975). *Interpreting Educational Research*. Dubuque, Iowa: W. M. C. Brown Company Publishers.

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
010002	Barbe Elementary School						
	Fourth Quarter	~	23.9	21.9	38.7	31.9	45.5
	Third Quarter	~	26.1	25.0	22.6	27.7	45.5
	Second Quarter	~	30.4	29.7	19.4	25.5	4.5
	First Quarter	~	19.6	23.4	19.4	14.9	4.5
	Median Percentile Rank	~	50.3	46.3	66.0	63.0	71.7
010004	Bell City High School						
	Fourth Quarter	~	35.9	25.6	51.7	31.7	31.4
	Third Quarter	~	25.6	12.8	31.0	43.9	37.1
	Second Quarter	~	17.9	30.8	13.8	17.1	14.3
	First Quarter	~	20.5	30.8	3.4	7.3	17.1
	Median Percentile Rank	~	60.0	38.0	77.0	63.0	64.7
010006	Brentwood Elementary School						
	Fourth Quarter	~	10.6	15.6	18.2	13.9	15.2
	Third Quarter	~	23.4	40.0	29.5	25.0	19.6
	Second Quarter	~	38.3	26.7	31.8	38.9	39.1
	First Quarter	~	27.7	17.8	20.5	22.2	26.1
	Median Percentile Rank	~	36.6	53.3	48.5	42.0	42.0
010009	Jessie D. Clifton Elementary School						
	Fourth Quarter	~	31.1	40.4	42.4	46.0	23.0
	Third Quarter	~	27.9	27.7	35.6	38.1	32.8
	Second Quarter	~	31.1	21.3	20.3	12.7	32.8
	First Quarter	~	9.8	10.6	1.7	3.2	11.5
	Median Percentile Rank	~	61.0	63.0	72.7	72.7	55.3
010010	College Oaks Elementary School						
	Fourth Quarter	~	29.2	25.4	45.5	34.4	31.1
	Third Quarter	~	43.8	34.9	38.2	34.4	31.1
	Second Quarter	~	18.8	28.6	10.9	21.9	24.4
	First Quarter	~	8.3	11.1	5.5	9.4	13.3
	Median Percentile Rank	~	70.0	56.0	70.3	63.0	67.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
010011	Combres, Doretha A., Elementary School						
	Fourth Quarter	~	3.3	10.8	22.2	19.4	17.5
	Third Quarter	~	26.7	29.7	25.0	29.0	22.5
	Second Quarter	~	36.7	40.5	47.2	35.5	40.0
	First Quarter	~	33.3	18.9	5.6	16.1	20.0
	Median Percentile Rank	~	31.3	41.3	49.5	52.6	46.0
010012	Cooley, T.S., Elementary Magnet School						
	Fourth Quarter	~	49.1	58.5	59.6	51.8	63.8
	Third Quarter	~	21.8	24.5	26.9	25.0	23.4
	Second Quarter	~	23.6	17.0	11.5	19.6	12.8
	First Quarter	~	5.5	0.0	1.9	3.6	0.0
	Median Percentile Rank	~	73.0	80.8	87.0	76.5	81.0
010013	DeQuincy Elementary School						
	Fourth Quarter	~	35.7	28.2	36.9	26.7	39.5
	Third Quarter	~	20.9	29.1	29.7	34.9	24.4
	Second Quarter	~	29.6	21.4	23.4	17.4	19.8
	First Quarter	~	13.9	21.4	9.9	20.9	16.3
	Median Percentile Rank	~	55.0	53.4	65.7	58.0	64.7
010016	Dolby Elementary School						
	Fourth Quarter	~	72.2	60.8	69.8	65.5	55.6
	Third Quarter	~	20.4	30.4	22.6	20.0	33.3
	Second Quarter	~	5.6	7.6	7.5	12.7	9.3
	First Quarter	~	1.9	1.3	0.0	1.8	1.9
	Median Percentile Rank	~	88.5	83.3	87.7	81.3	78.4
010017	Rosa Fondel Elementary						
	Fourth Quarter	~	7.5	16.7	8.7	13.9	15.2
	Third Quarter	~	27.5	28.6	26.1	25.0	30.3
	Second Quarter	~	45.0	26.2	26.1	33.3	33.3
	First Quarter	~	20.0	28.6	39.1	27.8	21.2
	Median Percentile Rank	~	41.3	43.0	39.0	40.0	43.7

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
010018	Fairview Elementary School						
	Fourth Quarter	~	26.8	31.8	45.2	53.6	44.0
	Third Quarter	~	37.5	37.9	29.0	29.0	30.0
	Second Quarter	~	30.4	27.3	22.6	13.0	20.0
	First Quarter	~	5.4	3.0	3.2	4.3	6.0
	Median Percentile Rank	~	59.3	61.4	70.7	80.0	70.0
010019	Frasch Elementary School						
	Fourth Quarter	~	34.6	41.9	43.1	56.9	59.7
	Third Quarter	~	38.3	31.1	36.1	27.6	32.3
	Second Quarter	~	22.2	18.9	19.4	12.1	6.5
	First Quarter	~	4.9	8.1	1.4	3.4	1.6
	Median Percentile Rank	~	67.3	70.8	72.3	82.0	84.7
010023	Henning, W.T., Elementary School						
	Fourth Quarter	~	49.5	45.8	54.8	55.1	51.0
	Third Quarter	~	25.7	30.2	32.7	36.2	32.7
	Second Quarter	~	15.8	19.8	9.6	8.7	16.3
	First Quarter	~	8.9	4.2	2.9	0.0	0.0
	Median Percentile Rank	~	75.3	72.5	77.6	77.5	77.7
010024	Henry Heights Elementary School						
	Fourth Quarter	~	48.5	35.9	28.3	46.3	70.5
	Third Quarter	~	28.8	29.7	41.7	29.3	15.9
	Second Quarter	~	15.2	26.6	15.0	14.6	11.4
	First Quarter	~	7.6	7.8	15.0	9.8	2.3
	Median Percentile Rank	~	71.5	58.0	62.8	75.0	84.5
010027	Johnson, John J. II, Elementary School						
	Fourth Quarter	~	13.8	24.6	9.4	22.2	7.0
	Third Quarter	~	40.0	24.6	28.1	53.3	23.3
	Second Quarter	~	29.2	40.4	35.9	15.6	37.2
	First Quarter	~	16.9	10.5	26.6	8.9	32.6
	Median Percentile Rank	~	52.0	49.0	43.8	65.0	33.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
010028	Kaufman, M.J., Elementary School						
	Fourth Quarter	~	44.4	37.9	61.5	56.8	56.1
	Third Quarter	~	31.1	41.4	25.6	29.7	24.4
	Second Quarter	~	20.0	20.7	7.7	13.5	19.5
	First Quarter	~	4.4	0.0	5.1	0.0	0.0
	Median Percentile Rank	~	72.7	68.0	82.0	82.0	79.8
010029	Kennedy, John F., Elementary School						
	Fourth Quarter	~	16.3	22.5	35.0	23.3	13.5
	Third Quarter	~	20.9	25.0	17.5	40.0	32.4
	Second Quarter	~	27.9	40.0	37.5	16.7	43.2
	First Quarter	~	34.9	12.5	10.0	20.0	10.8
	Median Percentile Rank	~	42.0	48.5	52.5	57.5	48.0
010030	Key, E.K., Elementary School						
	Fourth Quarter	~	30.0	33.3	48.5	41.2	38.2
	Third Quarter	~	35.7	33.3	23.5	31.4	32.7
	Second Quarter	~	24.3	25.6	23.5	21.6	21.8
	First Quarter	~	10.0	7.7	4.4	5.9	7.3
	Median Percentile Rank	~	61.3	66.4	73.0	66.7	68.7
010036	Maplewood Middle School						
	Fourth Quarter	~	54.8	52.0	60.0	52.3	46.7
	Third Quarter	~	29.4	30.6	24.3	32.7	29.9
	Second Quarter	~	11.1	16.3	11.3	12.1	16.8
	First Quarter	~	4.8	1.0	4.3	2.8	6.5
	Median Percentile Rank	~	78.5	77.3	81.0	77.5	71.8
010039	Moss Bluff Elementary School						
	Fourth Quarter	~	50.7	47.0	41.5	41.3	48.3
	Third Quarter	~	28.7	30.3	29.6	33.3	31.7
	Second Quarter	~	16.0	15.9	20.4	21.4	14.2
	First Quarter	~	4.7	6.8	8.5	4.0	5.8
	Median Percentile Rank	~	75.8	73.3	71.4	70.8	74.8

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
010042	Nelson, A.A., Elementary School						
	Fourth Quarter	~	53.8	61.0	36.8	57.3	44.6
	Third Quarter	~	27.7	20.3	29.4	25.3	23.0
	Second Quarter	~	15.4	13.6	20.6	9.3	18.9
	First Quarter	~	3.1	5.1	13.2	8.0	13.5
	Median Percentile Rank	~	83.0	82.0	61.3	80.3	71.5
010043	Oak Park Elementary School						
	Fourth Quarter	~	36.7	15.9	27.3	11.4	48.4
	Third Quarter	~	36.7	18.2	34.5	42.9	38.7
	Second Quarter	~	18.4	45.5	23.6	37.1	12.9
	First Quarter	~	8.2	20.5	14.5	8.6	0.0
	Median Percentile Rank	~	72.0	44.0	60.7	55.0	74.0
010045	Perkins, D.S., Elementary School						
	Fourth Quarter	~	34.6	22.7	43.3	32.6	35.9
	Third Quarter	~	23.1	25.0	36.7	25.6	23.1
	Second Quarter	~	25.0	36.4	6.7	30.2	35.9
	First Quarter	~	17.3	15.9	13.3	11.6	5.1
	Median Percentile Rank	~	62.0	49.0	69.5	60.3	60.0
010046	Prien Lake Elementary School						
	Fourth Quarter	~	65.6	58.5	61.6	70.2	61.7
	Third Quarter	~	26.9	25.4	26.3	20.2	21.3
	Second Quarter	~	6.5	14.4	9.1	8.5	16.0
	First Quarter	~	1.1	1.7	3.0	1.1	1.1
	Median Percentile Rank	~	86.0	81.8	82.5	87.3	85.2
010050	St. John Elementary School						
	Fourth Quarter	~	29.6	44.6	45.1	33.3	35.0
	Third Quarter	~	24.1	35.4	32.4	37.7	41.7
	Second Quarter	~	33.3	18.5	15.5	14.5	20.0
	First Quarter	~	13.0	1.5	7.0	14.5	3.3
	Median Percentile Rank	~	54.5	73.0	73.3	65.0	70.3

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
010051	Starks High School						
	Fourth Quarter	~	40.7	40.5	38.5	37.9	47.8
	Third Quarter	~	40.7	35.7	30.8	37.9	39.1
	Second Quarter	~	14.8	16.7	26.9	24.1	13.0
	First Quarter	~	3.7	7.1	3.8	0.0	0.0
	Median Percentile Rank	~	70.0	70.3	62.0	71.0	74.0
010053	Vincent Settlement Elementary School						
	Fourth Quarter	~	~	~	~	46.8	42.3
	Third Quarter	~	~	~	~	34.0	25.0
	Second Quarter	~	~	~	~	14.9	25.0
	First Quarter	~	~	~	~	4.3	7.7
	Median Percentile Rank	~	~	~	~	72.0	69.5
010054	Vincent, Richard W., Elementary School						
	Fourth Quarter	~	39.1	32.8	39.7	55.6	33.9
	Third Quarter	~	31.9	39.1	20.5	26.7	32.2
	Second Quarter	~	24.6	17.2	21.8	17.8	20.3
	First Quarter	~	4.3	10.9	17.9	0.0	13.6
	Median Percentile Rank	~	68.0	67.0	60.0	77.0	61.8
010055	Vinton Elementary School						
	Fourth Quarter	~	26.3	19.3	31.8	47.1	34.5
	Third Quarter	~	26.3	38.6	30.6	26.5	43.1
	Second Quarter	~	34.3	27.7	22.4	19.1	17.2
	First Quarter	~	13.1	14.5	15.3	7.4	5.2
	Median Percentile Rank	~	51.3	53.7	60.2	73.8	69.0
010059	Watkins, T.H., Elementary School						
	Fourth Quarter	~	13.6	68.8	17.1	17.5	23.8
	Third Quarter	~	31.8	18.8	26.8	47.4	21.4
	Second Quarter	~	18.2	8.3	46.3	22.8	28.6
	First Quarter	~	36.4	4.2	9.8	12.3	26.2
	Median Percentile Rank	~	41.7	87.0	48.5	57.2	48.8

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
010060	Watson, J.I., Middle School						
	Fourth Quarter	~	27.8	26.2	23.5	27.8	36.9
	Third Quarter	~	36.1	26.2	25.2	37.1	27.9
	Second Quarter	~	30.9	28.7	28.7	21.6	27.0
	First Quarter	~	5.2	18.9	22.6	13.4	8.1
	Median Percentile Rank	~	58.2	53.0	49.0	60.5	64.6
010061	Watson, Pearl, Elementary School						
	Fourth Quarter	~	7.7	16.9	18.6	15.3	11.7
	Third Quarter	~	20.0	40.7	37.3	23.7	26.7
	Second Quarter	~	36.9	22.0	30.5	33.9	28.3
	First Quarter	~	35.4	20.3	13.6	27.1	33.3
	Median Percentile Rank	~	34.3	54.0	54.2	39.0	40.3
010063	Western Heights Elementary School						
	Fourth Quarter	~	20.0	32.1	35.5	26.2	32.0
	Third Quarter	~	28.9	29.8	19.4	29.2	40.0
	Second Quarter	~	27.8	23.8	21.0	30.8	18.0
	First Quarter	~	23.3	14.3	24.2	13.8	10.0
	Median Percentile Rank	~	50.0	62.4	54.8	55.5	68.0
010065	Westwood Elementary School						
	Fourth Quarter	~	47.8	58.1	46.6	59.7	46.9
	Third Quarter	~	25.6	29.7	31.8	26.0	34.6
	Second Quarter	~	24.4	12.2	17.0	9.1	13.6
	First Quarter	~	2.2	0.0	4.5	5.2	4.9
	Median Percentile Rank	~	72.0	80.8	74.0	83.0	74.0
010067	Wilson, Ralph F., Elementary School						
	Fourth Quarter	~	10.1	12.3	65.3	63.2	20.7
	Third Quarter	~	23.2	27.7	23.6	36.8	25.9
	Second Quarter	~	34.8	41.5	8.3	0.0	32.8
	First Quarter	~	31.9	18.5	2.8	0.0	20.7
	Median Percentile Rank	~	37.0	40.5	87.2	82.5	47.7

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Norm-referenced Test (NRT) Results - Grade 4
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
010068	Gillis Elementary School						
	Fourth Quarter	~	44.0	40.0	45.1	30.0	43.0
	Third Quarter	~	30.0	37.3	31.9	27.3	28.0
	Second Quarter	~	20.0	16.0	17.6	29.1	25.0
	First Quarter	~	6.0	6.7	5.5	13.6	4.0
	Median Percentile Rank	~	66.0	72.2	72.7	56.3	68.0
District							
	Fourth Quarter	~	35.9	36.8	41.4	41.0	39.5
	Third Quarter	~	28.8	30.0	29.0	31.4	29.4
	Second Quarter	~	23.6	22.9	20.0	18.8	21.5
	First Quarter	~	11.7	10.3	9.7	8.8	9.6
	Median Percentile Rank	~	62.7	64.8	69.0	69.3	68.4
State							
	Fourth Quarter	~	26.2	27.3	28.1	28.7	29.2
	Third Quarter	~	25.0	24.9	25.1	25.3	25.6
	Second Quarter	~	26.2	25.4	25.1	24.6	24.6
	First Quarter	~	22.7	22.4	21.7	21.4	20.6
	Median Percentile Rank	~	51.4	52.4	53.2	53.9	54.5
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
010001	Arnett, S.P., Middle School						
	Fourth Quarter	~	21.1	17.9	19.5	25.6	15.1
	Third Quarter	~	23.9	35.3	31.8	28.8	34.9
	Second Quarter	~	31.7	34.6	33.8	33.1	33.7
	First Quarter	~	23.3	12.2	14.9	12.5	16.3
	Median Percentile Rank	~	47.6	52.3	51.3	54.7	50.4
010004	Bell City High School						
	Fourth Quarter	~	7.3	14.9	20.0	16.7	20.8
	Third Quarter	~	29.3	25.5	12.5	30.6	27.1
	Second Quarter	~	34.1	40.4	50.0	27.8	39.6
	First Quarter	~	29.3	19.1	17.5	25.0	12.5
	Median Percentile Rank	~	41.0	44.5	42.5	49.5	48.0
010015	DeQuincy Middle School						
	Fourth Quarter	~	13.8	15.1	30.9	12.6	19.1
	Third Quarter	~	25.3	32.3	18.1	26.4	33.9
	Second Quarter	~	40.2	32.3	31.9	35.6	30.4
	First Quarter	~	20.7	20.4	19.1	25.3	16.5
	Median Percentile Rank	~	44.8	48.0	49.8	42.0	52.2
010034	Lewis, W.W., Middle School						
	Fourth Quarter	~	18.2	18.1	24.8	28.0	22.6
	Third Quarter	~	31.8	35.0	35.1	29.0	31.6
	Second Quarter	~	33.3	32.9	31.7	28.5	33.0
	First Quarter	~	16.7	14.0	8.4	14.5	12.7
	Median Percentile Rank	~	50.3	52.0	55.9	55.6	52.8
010035	LeBlanc Middle School						
	Fourth Quarter	~	20.0	28.0	24.4	18.0	35.4
	Third Quarter	~	28.0	32.2	34.8	35.1	33.9
	Second Quarter	~	37.6	29.7	31.9	34.2	26.0
	First Quarter	~	14.4	10.2	8.9	12.6	4.7
	Median Percentile Rank	~	49.0	58.7	60.3	53.5	67.1

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
010036	Maplewood Middle School						
	Fourth Quarter	~	43.0	40.2	34.9	28.6	27.9
	Third Quarter	~	34.7	34.8	33.3	34.5	32.6
	Second Quarter	~	18.2	18.8	24.6	32.8	32.6
	First Quarter	~	4.1	6.3	7.1	4.2	7.0
	Median Percentile Rank	~	69.6	68.4	68.1	65.5	59.6
010038	Molo, Ray D., Middle Magnet School						
	Fourth Quarter	~	10.3	14.0	24.7	27.2	9.8
	Third Quarter	~	12.3	24.2	31.2	39.0	19.7
	Second Quarter	~	30.1	36.9	28.2	26.5	35.2
	First Quarter	~	47.3	24.8	15.9	7.4	35.2
	Median Percentile Rank	~	27.3	41.1	54.0	62.5	34.6
010040	Moss Bluff Middle School						
	Fourth Quarter	~	37.0	26.2	36.5	29.1	28.9
	Third Quarter	~	30.0	34.5	38.7	37.8	32.2
	Second Quarter	~	24.3	31.9	21.4	24.8	30.1
	First Quarter	~	8.6	7.4	3.3	8.3	8.8
	Median Percentile Rank	~	61.9	57.8	68.5	62.7	57.0
010044	Oak Park Middle School						
	Fourth Quarter	~	22.6	12.6	11.3	11.3	12.7
	Third Quarter	~	35.5	36.4	23.3	14.5	26.6
	Second Quarter	~	34.4	31.5	43.3	43.4	38.0
	First Quarter	~	7.5	19.6	22.0	30.8	22.8
	Median Percentile Rank	~	55.3	49.7	40.2	35.8	43.3
010047	Reynaud Middle School						
	Fourth Quarter	~	0.0	2.9	2.6	3.3	2.1
	Third Quarter	~	10.5	11.8	9.4	9.9	5.3
	Second Quarter	~	25.7	33.3	32.5	37.4	33.0
	First Quarter	~	63.8	52.0	55.6	49.5	59.6
	Median Percentile Rank	~	20.0	25.3	22.7	26.0	21.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
010051	Starks High School						
	Fourth Quarter	~	13.8	12.1	5.9	12.5	20.8
	Third Quarter	~	31.0	36.4	23.5	31.3	25.0
	Second Quarter	~	31.0	36.4	47.1	50.0	20.8
	First Quarter	~	24.1	15.2	23.5	6.3	33.3
	Median Percentile Rank	~	45.0	49.0	39.0	45.5	40.0
010057	Vinton Middle School						
	Fourth Quarter	~	13.1	12.2	17.1	19.7	16.5
	Third Quarter	~	21.4	23.2	24.4	41.0	29.4
	Second Quarter	~	42.9	46.3	35.4	34.4	30.6
	First Quarter	~	22.6	18.3	23.2	4.9	23.5
	Median Percentile Rank	~	42.0	42.0	42.0	56.8	46.0
010060	Watson, J.I., Middle School						
	Fourth Quarter	~	16.7	15.6	11.0	22.7	14.5
	Third Quarter	~	23.6	32.1	23.1	27.3	23.9
	Second Quarter	~	35.4	32.1	47.3	31.1	35.9
	First Quarter	~	24.3	20.2	18.7	18.9	25.6
	Median Percentile Rank	~	44.7	47.8	41.6	50.3	45.0
010062	Welsh, S.J., Middle School						
	Fourth Quarter	~	33.3	31.8	40.6	35.4	37.9
	Third Quarter	~	29.3	28.8	32.0	29.2	31.8
	Second Quarter	~	27.8	26.8	21.2	25.6	21.2
	First Quarter	~	9.6	12.6	6.2	9.8	9.1
	Median Percentile Rank	~	61.7	60.2	67.7	64.6	67.8
010066	White, F.K., Middle School						
	Fourth Quarter	~	15.5	14.7	18.1	12.8	13.8
	Third Quarter	~	27.5	25.5	18.6	18.6	30.9
	Second Quarter	~	33.0	35.5	36.3	34.7	31.8
	First Quarter	~	24.1	24.3	27.0	33.9	23.5
	Median Percentile Rank	~	45.8	45.4	40.4	38.0	46.2

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Norm-referenced Test (NRT) Results - Grade 6
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
010072	Calcasieu Career Center						
	Fourth Quarter	~	~	~	~	~	0.0
	Third Quarter	~	~	~	~	~	0.0
	Second Quarter	~	~	~	~	~	25.0
	First Quarter	~	~	~	~	~	75.0
	Median Percentile Rank	~	~	~	~	~	13.0
District							
	Fourth Quarter	~	22.0	20.4	25.0	23.0	21.5
	Third Quarter	~	26.6	30.1	28.4	28.3	28.9
	Second Quarter	~	31.0	32.2	31.0	31.4	30.9
	First Quarter	~	20.5	17.3	15.6	17.3	18.7
	Median Percentile Rank	~	48.9	50.9	53.4	51.7	50.6
State							
	Fourth Quarter	~	18.4	19.1	19.9	20.3	20.8
	Third Quarter	~	23.0	23.6	24.0	23.9	24.6
	Second Quarter	~	31.2	30.3	29.4	29.6	29.3
	First Quarter	~	27.5	27.0	26.7	26.1	25.3
	Median Percentile Rank	~	43.3	44.7	45.4	45.8	46.7
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Norm-referenced Test (NRT) Results - Grade 8
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
010001	Arnett, S.P., Middle School						
	Fourth Quarter	~	~	~	~	~	19.9
	Third Quarter	~	~	~	~	~	30.1
	Second Quarter	~	~	~	~	~	36.3
	First Quarter	~	~	~	~	~	13.7
	Median Percentile Rank	~	~	~	~	~	50.8
010004	Bell City High School						
	Fourth Quarter	~	~	~	~	~	27.3
	Third Quarter	~	~	~	~	~	25.0
	Second Quarter	~	~	~	~	~	40.9
	First Quarter	~	~	~	~	~	6.8
	Median Percentile Rank	~	~	~	~	~	54.3
010015	DeQuincy Middle School						
	Fourth Quarter	~	~	~	~	~	30.4
	Third Quarter	~	~	~	~	~	23.9
	Second Quarter	~	~	~	~	~	28.3
	First Quarter	~	~	~	~	~	17.4
	Median Percentile Rank	~	~	~	~	~	54.0
010034	Lewis, W.W., Middle School						
	Fourth Quarter	~	~	~	~	~	31.9
	Third Quarter	~	~	~	~	~	35.8
	Second Quarter	~	~	~	~	~	25.7
	First Quarter	~	~	~	~	~	6.6
	Median Percentile Rank	~	~	~	~	~	64.4
010035	LeBlanc Middle School						
	Fourth Quarter	~	~	~	~	~	32.4
	Third Quarter	~	~	~	~	~	32.4
	Second Quarter	~	~	~	~	~	25.9
	First Quarter	~	~	~	~	~	9.3
	Median Percentile Rank	~	~	~	~	~	60.3

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Norm-referenced Test (NRT) Results - Grade 8
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
010036	Maplewood Middle School						
	Fourth Quarter	~	~	~	~	~	33.8
	Third Quarter	~	~	~	~	~	35.8
	Second Quarter	~	~	~	~	~	22.5
	First Quarter	~	~	~	~	~	7.9
	Median Percentile Rank	~	~	~	~	~	64.0
010038	Molo, Ray D., Middle Magnet School						
	Fourth Quarter	~	~	~	~	~	10.3
	Third Quarter	~	~	~	~	~	22.4
	Second Quarter	~	~	~	~	~	31.5
	First Quarter	~	~	~	~	~	35.8
	Median Percentile Rank	~	~	~	~	~	36.3
010040	Moss Bluff Middle School						
	Fourth Quarter	~	~	~	~	~	42.5
	Third Quarter	~	~	~	~	~	32.6
	Second Quarter	~	~	~	~	~	19.9
	First Quarter	~	~	~	~	~	5.0
	Median Percentile Rank	~	~	~	~	~	70.1
010044	Oak Park Middle School						
	Fourth Quarter	~	~	~	~	~	12.2
	Third Quarter	~	~	~	~	~	23.1
	Second Quarter	~	~	~	~	~	40.8
	First Quarter	~	~	~	~	~	23.8
	Median Percentile Rank	~	~	~	~	~	40.0
010047	Reynaud Middle School						
	Fourth Quarter	~	~	~	~	~	5.1
	Third Quarter	~	~	~	~	~	20.3
	Second Quarter	~	~	~	~	~	37.3
	First Quarter	~	~	~	~	~	37.3
	Median Percentile Rank	~	~	~	~	~	36.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Norm-referenced Test (NRT) Results - Grade 8
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
010051	Starks High School						
	Fourth Quarter	~	~	~	~	~	11.5
	Third Quarter	~	~	~	~	~	26.9
	Second Quarter	~	~	~	~	~	46.2
	First Quarter	~	~	~	~	~	15.4
	Median Percentile Rank	~	~	~	~	~	39.7
010057	Vinton Middle School						
	Fourth Quarter	~	~	~	~	~	14.0
	Third Quarter	~	~	~	~	~	31.4
	Second Quarter	~	~	~	~	~	39.5
	First Quarter	~	~	~	~	~	15.1
	Median Percentile Rank	~	~	~	~	~	48.5
010060	Watson, J.I., Middle School						
	Fourth Quarter	~	~	~	~	~	18.5
	Third Quarter	~	~	~	~	~	25.8
	Second Quarter	~	~	~	~	~	41.1
	First Quarter	~	~	~	~	~	14.5
	Median Percentile Rank	~	~	~	~	~	48.3
010062	Welsh, S.J., Middle School						
	Fourth Quarter	~	~	~	~	~	50.2
	Third Quarter	~	~	~	~	~	27.1
	Second Quarter	~	~	~	~	~	18.1
	First Quarter	~	~	~	~	~	4.7
	Median Percentile Rank	~	~	~	~	~	75.8
010066	White, F.K., Middle School						
	Fourth Quarter	~	~	~	~	~	25.9
	Third Quarter	~	~	~	~	~	34.3
	Second Quarter	~	~	~	~	~	29.9
	First Quarter	~	~	~	~	~	10.0
	Median Percentile Rank	~	~	~	~	~	56.2

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Norm-referenced Test (NRT) Results - Grade 8
Percent of Students by National Quarters, Median Percentile Rank - CAT/5

		1991-92	1992-93¹	1993-94	1994-95²	1995-96³	1996-97
010072 Calcasieu Career Center							
	Fourth Quarter	~	~	~	~	~	0.0
	Third Quarter	~	~	~	~	~	21.1
	Second Quarter	~	~	~	~	~	36.8
	First Quarter	~	~	~	~	~	42.1
	Median Percentile Rank	~	~	~	~	~	32.0
District							
	Fourth Quarter	~	~	~	~	~	28.8
	Third Quarter	~	~	~	~	~	29.5
	Second Quarter	~	~	~	~	~	28.7
	First Quarter	~	~	~	~	~	13.0
	Median Percentile Rank	~	~	~	~	~	56.7
State							
	Fourth Quarter	~	~	~	~	~	24.2
	Third Quarter	~	~	~	~	~	26.4
	Second Quarter	~	~	~	~	~	28.5
	First Quarter	~	~	~	~	~	20.8
	Median Percentile Rank	~	~	~	~	~	51.0
Nation							
	Fourth Quarter	~	25.0	25.0	25.0	25.0	25.0
	Third Quarter	~	25.0	25.0	25.0	25.0	25.0
	Second Quarter	~	25.0	25.0	25.0	25.0	25.0
	First Quarter	~	25.0	25.0	25.0	25.0	25.0
	Median Percentile Rank	~	50.0	50.0	50.0	50.0	50.0

¹ In 1992-93, the state NRT changed from the CAT/Form F to the CAT/5; hence, prior years' data are not presented.

² The state 1994-95 NRT average for grade 4 does not include Allen Parish.

³ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Part 5. College Readiness

American College Test (ACT) Results	5-1
First-Time Freshman Performance.....	5-3

American College Test (ACT) Results

Scores on the American College Test (ACT) are widely used as an indicator of student preparedness for college. Most Louisiana public colleges and universities require that entering students take the ACT for admissions or placement purposes.

Organization

Table 9, American College Test (ACT) Results, presents average composite scores for graduating seniors for each school in the district receiving a *School Report Card*. Schools are shown in school site code order. Comparison data are presented for the district (public schools only), the state (public and nonpublic schools combined), and the nation (public and nonpublic schools combined).

The ACT results shown include test scores for 1) twelfth graders who took the test in the current year and 2) twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score has been included.

Data Presentation: *School Report Card*

A college readiness indicator that includes ACT information is presented on the *1996-97 School Report Cards* of those schools that have a twelfth grade. The *Report Cards* present 1996-97 average ACT composite scores at the school, district, state, and national levels.

Method of Calculation

The ACT composite score is an average score based on the scores for the four ACT assessment tests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

Data Source

The ACT indicator is based on student-level data supplied to the LDE by the testing contractor, American College Testing.

References

Franklin, B.J., and Crone, L.J., (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

LDE researchers have found the ACT performance of Louisiana students correlates highly with their performance on LEAP (CRT and NRT) tests. Further, those districts with the highest percentage of students taking the ACT have the highest ACT scores. This finding tends to dispute a widely-held assumption that the higher the percentage of students taking the ACT, the lower the average score (Franklin and Crone, 1993).

Table 9: American College Test (ACT) Results
Average Composite Scores

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
010003 Barbe, Alfred M., High School	20.3	20.1	20.5	20.7	21.3	21.0
010004 Bell City High School	18.5	18.5	16.6	18.2	19.2	18.8
010014 DeQuincy High School	17.8	18.2	18.7	19.0	18.6	20.5
010025 Houston, Sam, High School	20.1	19.1	19.8	20.7	20.8	20.0
010026 Iowa High School	19.4	18.9	18.6	18.8	18.1	19.7
010031 Lake Charles/Boston High School	15.6	16.4	16.2	16.1	16.4	16.2
010033 LaGrange High School	18.3	18.1	18.2	18.7	18.3	18.6
010051 Starks High School	17.6	19.7	17.5	21.7	20.8	19.5
010052 Sulphur High School	19.7	20.1	20.0	19.9	20.7	20.6
010056 Vinton High School	21.2	19.2	18.6	19.0	18.8	18.8
010058 Washington/Marion Magnet High School	16.4	16.8	16.3	17.5	17.2	17.0
010064 Westlake High School	18.4	18.2	19.4	19.3	19.8	19.5
010070 Calcasieu P.M. High School	~	18.0	~	~	18.0	~
010072 Calcasieu Career Center	~	~	~	~	~	18.0
District (Public)	19.0	19.0	19.1	19.5	19.7	19.7
State (Public and Nonpublic)	19.4	19.5	19.4	19.4	19.4	19.4
Nation (Public and Nonpublic)	20.6	20.7	20.8	20.8	20.9	21.0

~ = Unavailable Data

First-Time Freshman Performance

The number of freshmen who enroll in remedial courses during their first semester of college is one measure of the extent to which high school graduates are prepared for college.

Since 1987, the Louisiana Board of Regents has collected and reported information on the number of Louisiana high school graduates who enroll in Louisiana colleges and universities the following fall and enroll in remedial/developmental courses. The 1993 Legislature, believing that parents should have access to this information, enacted legislation mandating that this first-time college freshmen data be incorporated into the *Progress Profiles*.

Organization

Table 10, First-time College Freshmen Performance, presents the number and percent of students who 1) graduated from *Report Card* schools and 2) enrolled as first-time freshmen during the following fall semester at any of the state's two- and four-year public and private universities. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one remedial course during their first regular semester of college study.

Data Presentation: *School Report Card*

The college readiness indicator that includes first-time college freshmen information is presented on the 1996-97 *School Report Cards* of schools that have a twelfth grade.

Note: The first-time college freshmen data reported on 1996-97 School Report Cards represent information on 1995-96 high school graduates.

Definitions

- *First-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

Formula Used to Calculate First-time College Freshmen Percentages

$$\frac{\text{Percent of High School Graduates Who Were First-time College Freshmen}}{\text{Total Number of High School Graduates}} = \frac{\text{Number of First-time College Freshmen}}{\text{Total Number of High School Graduates}} \times 100$$

$$\frac{\text{Percent of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} = \frac{\text{Number of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} \times 100$$

-
- *Graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.
 - *Remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are enrolled part time or full time) but do not carry degree credit.

Method of Calculation

The two formulas used in calculating the first-time college freshmen indicator are presented on the preceding page. The percent of high school graduates who become first-time college freshmen is calculated for public school graduates who attend in-state public colleges and universities.

Data Sources

The first-time college freshmen indicator is based on data submitted to the LDE by Louisiana public and private universities to LDE in compliance with La. R.S. 17:3912 (since repealed).

Table 10
First-time College Freshmen Performance

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010003 Barbe, Alfred M., High School													
	Number of High School Graduates ¹		~		272		278		310		372		338
	HS Graduates Who Were First-time College Freshmen	~	~	58.82	160	62.23	173	59.68	185	59.68	222	49.11	166
	First-time Freshmen Enrolled in College Remedial Courses	~	~	33.13	53	30.06	52	31.35	58	31.08	69	31.33	52
010004 Bell City High School													
	Number of High School Graduates ¹		~		23		29		23		27		37
	HS Graduates Who Were First-time College Freshmen	~	~	30.43	7	37.93	11	43.48	10	62.96	17	32.43	12
	First-time Freshmen Enrolled in College Remedial Courses	~	~	42.86	3	36.36	4	60.00	6	64.71	11	25.00	3
010014 DeQuincy High School													
	Number of High School Graduates ¹		~		84		64		74		80		84
	HS Graduates Who Were First-time College Freshmen	~	~	40.48	34	42.19	27	56.76	42	28.75	23	28.57	24
	First-time Freshmen Enrolled in College Remedial Courses	~	~	58.82	20	62.96	17	38.10	16	30.43	7	41.67	10
010025 Houston, Sam, High School													
	Number of High School Graduates ¹		~		164		182		199		215		220
	HS Graduates Who Were First-time College Freshmen	~	~	53.05	87	36.26	66	50.25	100	51.16	110	44.55	98
	First-time Freshmen Enrolled in College Remedial Courses	~	~	32.18	28	28.79	19	19.00	19	19.09	21	32.65	32
010026 Iowa High School													
	Number of High School Graduates ¹		~		81		81		90		72		92
	HS Graduates Who Were First-time College Freshmen	~	~	44.44	36	39.51	32	35.56	32	33.33	24	40.22	37
	First-time Freshmen Enrolled in College Remedial Courses	~	~	44.44	16	46.88	15	43.75	14	45.83	11	64.86	24
010031 Lake Charles/Boston High School													
	Number of High School Graduates ¹		~		79		79		118		103		108
	HS Graduates Who Were First-time College Freshmen	~	~	29.11	23	31.65	25	30.51	36	34.95	36	41.67	45
	First-time Freshmen Enrolled in College Remedial Courses	~	~	73.91	17	76.00	19	61.11	22	66.67	24	60.00	27
010033 LaGrange High School													
	Number of High School Graduates ¹		~		246		239		237		208		212
	HS Graduates Who Were First-time College Freshmen	~	~	48.78	120	39.33	94	43.46	103	46.15	96	33.02	70
	First-time Freshmen Enrolled in College Remedial Courses	~	~	46.67	56	45.74	43	47.57	49	39.58	38	42.86	30
010051 Starks High School													
	Number of High School Graduates ¹		~		14		23		28		23		23
	HS Graduates Who Were First-time College Freshmen	~	~	7.14	1	21.74	5	28.57	8	34.78	8	8.70	2
	First-time Freshmen Enrolled in College Remedial Courses	~	~	100.00	1	20.00	1	75.00	6	50.00	4	0.00	0

¹ Represents graduates from the previous school year.

~ = Unavailable data

Table 10
First-time College Freshmen Performance

		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
010052 Sulphur High School													
	Number of High School Graduates ¹		~		324		311		309		379		367
	HS Graduates Who Were First-time College Freshmen	~	~	46.60	151	48.55	151	43.69	135	40.90	155	42.78	157
	First-time Freshmen Enrolled in College Remedial Courses	~	~	38.41	58	29.80	45	27.41	37	29.03	45	30.57	48
010056 Vinton High School													
	Number of High School Graduates ¹		~		61		56		44		60		63
	HS Graduates Who Were First-time College Freshmen	~	~	37.70	23	26.79	15	34.09	15	28.33	17	33.33	21
	First-time Freshmen Enrolled in College Remedial Courses	~	~	26.09	6	33.33	5	40.00	6	41.18	7	57.14	12
010058 Washington/Marion Magnet High School													
	Number of High School Graduates ¹		~		125		125		129		117		122
	HS Graduates Who Were First-time College Freshmen	~	~	38.40	48	34.40	43	43.41	56	41.03	48	51.64	63
	First-time Freshmen Enrolled in College Remedial Courses	~	~	66.67	32	60.47	26	69.64	39	56.25	27	58.73	37
010064 Westlake High School													
	Number of High School Graduates ¹		~		109		104		112		119		139
	HS Graduates Who Were First-time College Freshmen	~	~	41.28	45	34.62	36	43.75	49	37.82	45	34.53	48
	First-time Freshmen Enrolled in College Remedial Courses	~	~	62.22	28	52.78	19	32.65	16	28.89	13	29.17	14
010070 Calcasieu P.M. High School													
	Number of High School Graduates ¹		~		5		4		10		~		~
	HS Graduates Who Were First-time College Freshmen	~	~	0.00	0	25.00	1	0.00	0	~	~	~	~
	First-time Freshmen Enrolled in College Remedial Courses	~	~	0.00	0	0.00	0	0.00	0	~	~	~	~
District (Public)													
	Number of High School Graduates ¹		~		1,587		1,575		1,683		1,775		1,805
	HS Graduates Who Were First-time College Freshmen	~	~	46.31	735	43.11	679	45.81	771	45.13	801	41.16	743
	First-time Freshmen Enrolled in College Remedial Courses	~	~	43.27	318	39.03	265	37.35	288	34.58	277	38.89	289
State (Public)													
	Number of High School Graduates ¹		~		33,593		33,772		34,937		36,275		36,407
	HS Graduates Who Were First-time College Freshmen	~	~	38.66	12,986	44.15	14,912	40.30	14,079	40.27	14,608	37.62	13,697
	First-time Freshmen Enrolled in College Remedial Courses	~	~	53.70	6,973	55.00	8,201	47.77	6,726	48.64	7,106	49.93	6,839

¹ Represents graduates from the previous school year.

~ = Unavailable data

aggregate days attendance—the sum of the total number of days that students are *present* at the school site over the course of the school year.

aggregate days membership—the sum of the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.

class—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

combination school category—any school whose grade structure falls within the range PK-12 and is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and grades in the 9-12 range. Examples would include grade configurations such as K-12, K-3, 9-12, 4-6, and 9-12.

criterion-referenced test (CRT)—tests that produce a score that tells how individuals/schools perform in achieving an established criterion; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

cumulative enrollment—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.

day of attendance—a student is considered in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.

“Students who meet the above criteria and are present at the school site for 26-50% of the student’s instructional day shall be credited with a half day’s attendance. Those who meet the above

criteria and are present for at least 51% of the student’s instructional day are credited with a whole day’s attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (Bulletin 741)

dropout—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. A school completer is an individual who has graduated from high school or completed a state- or district-approved education program.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

elementary school category—any school whose grade structure falls within the range PK-8 and excludes grades 9-12.

faculty—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant principals, guidance counselors, librarians, and other instructional staff (provided they teach at least one course).

first-time college freshman—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

graduate—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.

high school category—any school whose grade structure falls within the range 6-12 and includes grades 10-12, or any school that contains only grade 9.

in-school expulsion—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.

in-school suspension—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.

median national percentile rank—for the school, district, or state is determined by ordering all scores from high to low and selecting the middle rank. This shows the percentage of the national norm group that scored below the middle score.

middle/junior high category—any school whose grade structure falls within the range 4-9, includes grades 7 or 8 and excludes grades, PK-3 and 10-12.

norm-referenced test (NRT)—tests that produce a score that tells how individuals/schools perform in comparison with other individuals/schools; LEAP NRT results (as reported by *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

October 1 membership—total number of students enrolled in a school on October 1, which is operationally defined by NCES as the first day of the academic school year.

out-of-school expulsion—removal (exit) of a student from school for a determined number of days with no provision of instructional services.

out-of-school suspension—student is temporarily prohibited from participation in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

percent of student attendance—the ratio of aggregate days student attendance to aggregate days membership.

remedial course—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are part-time or full-time) but do not carry degree credit.